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ABSTRACT

This report is part of an effort to develop a statewide comprehensive plan of higher education in South Dakota. The report consists of an introduction and three parts. Part one is the report of the Faculties Research Committee and includes information on the number of full-time faculty on campus, faculty personnel data, academic preparation, degrees earned, time spent on various activities, faculty opinion on and voice in governance, innovations, state problems, fringe benefits, recruitment of students, academic freedom, reasons for leaving or staying in institution or state, and also salary ranges for full-time faculty in 1968-1969. Part two, the General Consultant Report, makes a brief analysis of the faculty data. Part three appends the results of three faculty data forms and produces the faculties evaluative instrument. (AF)

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FACULTIES

AND

SOUTH DAKOTA HIGHER EDUCATION

STATEWIDE COMPREHENSIVE PLAN

OF

HIGHER EDUCATION IN SOUTH DAKOTA

An Inventory of Faculties Higher Education Data

Directed by
Alpha Braunesreither and Robert S. Morrissey

SOUTH DAKOTA COMMISSION
ON
HIGHER EDUCATION FACILITIES

State Capitol, Pierre 57501
September, 1969

HE 001 490

A report issued by the South Dakota Commission on Higher Education Facilities as the State Agency administering the Higher Education Facilities Comprehensive Planning Grant made through the United States Office of Education under Title I, Higher Education Facilities Act of 1963.

PREFACE

Under Section 3 of Public Law 89-752 of 1966, the United States Congress authorized the expenditure of federal monies for assisting states in developing statewide comprehensive facilities plans for future higher education planning. Consequently, in February, 1967, the South Dakota Commission on Higher Education Facilities (SDCHEF) was designated by the State Planning Agency as the State Agency to administer the Statewide Comprehensive Plan of Higher Education in South Dakota. On April 28, 1967, the Commission adopted and forwarded for approval to the United States Office of Education a draft of the "South Dakota Higher Education Facilities Comprehensive Planning Proposal and Grant Request." On June 5, 1967, the Office of Education approved the draft and provided a financial award to be used in carrying out comprehensive planning activities using a three-phase approach.

Following grant approval by the Office of Education, work was begun immediately upon developing an expanded plan for research completion. Several drafts for an organizational plan were reviewed and approved by South Dakota public and private college and university presidents, the Commission, and other interested groups and individuals. Consequently, in September, 1967, the "Organizational Plan for the Statewide Comprehensive Plan of Higher Education in South Dakota" was printed and given wide distribution. The "Organizational Plan" sets forth in detail the historical background of the research, the scope of the research, general and specific goals, areas and outlines of the research, organizational chart for plan conduction, research time and priorities, and possible use and value of the research. In general, the "Organizational Plan" has served as a blueprint and, therefore, has been carefully followed in the conduct of the study.

The "Organizational Plan" provided for the study to be conducted over a three-year period in three phases:

Phase I - System Development was completed on June 30, 1968. Included in the first-year phase was the development of definitions and standards pertaining to the research areas of faculties, students, curriculum, facilities, and costs. Research committees, composed of faculty representatives from all South Dakota colleges and universities, prepared evaluative instruments in the five research areas. The evaluative instruments were tested in Pilot Projects at Yankton College and South Dakota State University to determine the reliability of the system. The evaluative instruments were then refined and adjusted based upon the results of the pilot projects.

Phase II - Data Gathering was accomplished by the end of fiscal year 1969. Demographic, economic, and social data, as well as the research areas of Phase I, were collected, audited, and programmed where possible for data processing.

Phase III - Data Analysis will be completed by the end of fiscal year 1970. An analysis of data has been performed revealing the current status of South Dakota higher education facilities, faculties, students, costs, and curriculum. Projections, where applicable, will be attempted in each area for short range and long range periods. In addition, data from research areas will be published into five volumes, each emphasizing the important research data affecting South Dakota higher education. Following publication of the five research areas, an on-going development of statewide comprehensive facilities planning will be attempted.

The Statewide Comprehensive Plan of Higher Education in South Dakota was conducted by the South Dakota Commission on Higher Education Facilities with the assistance of its staff and the following individuals, groups, and organizations:

State Advisory Committee in Higher Education Comprehensive Planning. The State Advisory Committee was a fifteen member group broadly representative of the people in South Dakota. The committee was composed of three private and three public higher education institution representatives, five representatives of the South Dakota Legislature, three representatives of business and industry, and one representative of vocational-technical institutions. The committee met periodically to offer advice and evaluate the needs of the state as a whole.

SDCHEF Research Staff. The SDCHEF Research Staff was primarily a communication organ composed of five representatives with one representative chosen by the members of each of the five research committees. The major purpose of the SDCHEF Research Staff was to coordinate committee research to avoid duplicity and foster correlation of collected data.

Research Committees: Costs, Faculties, Curriculum, Students, and Facilities. The Research Committees were composed of five representatives in each group chosen by the Commission from a roster of names submitted by the presidents of all South Dakota colleges and universities. The Research Committees were responsible for identifying available resources of data, developing and gathering new resources of data collecting, developing questionnaires and report forms, and drafting preliminary research findings.

General Consultants. Educational consultants of national reputation and broad experience in the areas of costs, faculties, curriculum, students, and facilities were selected to serve as general consultants for the plan.

Special Consultants. Special Consultants were employed for research of a highly technical nature or to provide counsel and advice regarding analysis of data.

Advisory Facilities Inventory Board. An Advisory Facilities Inventory Board was created to evaluate the condition of all higher education physical facilities in the state. The board was composed of personnel familiar with state and local building codes, fire and other safety regulations, and who could perform an unbiased engineering evaluation of the buildings.

Governing Groups and Other Organizations. The Governor, the State Legislature, governing boards and presidents of colleges and universities, state agencies and councils, the United States Office of Education, educational organizations, and other groups and individuals interested in South Dakota higher education were used as a sounding board, particularly as to the goals for higher education in South Dakota.

Basic to successful completion of the Statewide Comprehensive Plan of Higher Education in South Dakota has been the participation of all public and private colleges and universities in South Dakota. The seven public higher education institutions under the legal control of the South Dakota State Board of Regents and the eight private higher education institutions each under legal control of individual boards and trustees have cooperated fully in conducting the research. This joint cooperation hopefully will provide as complete a picture as possible of public and private South Dakota higher education.

The South Dakota Commission on Higher Education Facilities sincerely acknowledges the assistance and cooperation given by the governing boards, presidents, faculties, and administrative staffs of all higher education institutions in the state. Special recognition is given to members of the State Advisory Committee, Advisory Facilities Inventory Board, SDCHEF Research Staff and Research Committees. In addition, governmental and business contributions of the South Dakota Planning Agency; South Dakota Legislative Research Council; South Dakota Department of Public Instruction; United States Office of Education; American College Testing Program, Iowa City, Iowa; Spitznagel Partners, Inc., Sioux Falls; Computer Services, Inc., Sioux Falls; Business Research Bureau, University of South Dakota; and other groups and agencies are recognized. Also, particular recognition is extended to the five general consultants of national reputation and other special consultants who provided general and specific advice on research progress and individual research areas.

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SUMMARY

Approximately two-thirds of the public and private faculty members at South Dakota institutions of higher education participated in the study of Faculties and South Dakota Higher Education.
Of the 1,159 public faculty receiving the Evaluative Instruments used to obtain certain faculty information, 761 or 66% answered Forms A and B; 244 or 63% of the 388 private faculty completed Forms A and B. The percentage of return for public and private combined was 65% or approximately two-thirds of the faculty members in South Dakota.

The largest single category of instructional staff at South Dakota public and private colleges and universities is that made of Assistant Professors.
The largest single category of instructional staff, Assistant Professors, is followed in descending order by Instructors, Professors, Associate Professors, and Other.

The combined average age of faculty members at the public and private institutions of higher education is 41 years. In addition, the ratio of male to female instructional staff in the public and private institutions is about the same with the preponderance in favor of the male.
In both the case of the average age of South Dakota faculty members and the male preponderance of faculty members, a comparison of national statistics show a similar age and sex figure.

Tenured status of faculty members is more characteristic of the South Dakota public colleges and universities. Pre-tenure status is more descriptive of the South Dakota private institutions.
The question of a tenure policy at an institution is variable and contingent upon the needs and desires of the institution and its governing structure.

"Educational inbreeding" does not appear to be a major problem in South Dakota public and private colleges and universities.
28% of the public faculty and 24% of the private faculty hold at least one degree from the institution where they are now employed.

Both private and public institutions in South Dakota utilize most of their faculties' time in their major teaching areas.
Public teachers spend more time on their teaching major than at the private institutions. The private faculty members apparently spend more time than public faculty on duties such as administration and other activities.

There is a wide difference of opinion between public and private faculty members on the adequacy of higher education goals being well served in South Dakota.
Approximately 30% of the private faculty members and 58% of the public faculty members felt that the goals of higher education in South Dakota were being well served. In addition, approximately 38% of the private faculty and 25% of the public faculty expressed "no comment" on the question.

In the opinion of South Dakota faculty members on faculty voice in governance, private faculty members feel that they have a greater voice in governance of their institutions than the public faculty members.
In both the case of the public and private faculty members, however, a relatively large percentage of the public and private faculties appear to be satisfied with the present methods of faculty participation in academic decision making. 32% of the public faculty members and 25% of the private faculty members responded to this question with a "no", "undecided", or "no comment".

Data on the adequacy of fringe benefits at the higher education institutions clearly indicates that the public faculties are not satisfied with the present fringe benefits provided by the state. The private faculties are more satisfied with their fringe benefit programs.
National comparisons of both public and private fringe benefits in South Dakota would warrant further study of South Dakota public and private fringe benefits for faculty members.

85% of the public and 91% of the private faculties feel that there is academic freedom in South Dakota higher education.
This high percentage is another healthy indicator for academic quality.

48% of the public and 23% of the private faculty members cite salary and fringe benefits as their reasons if they were to leave present positions.
On the basis of this information, the private faculty members are apparently less concerned than the public faculty members with salary and fringe benefits as reasons for leaving their institutions.

Administrators at all seven of the public higher education institutions listed "salaries are not competitive" as their major problem in obtaining new faculty. The public administrators also cited "fringe benefits are not competitive" as their second *greatest problem in hiring new faculty.*

Of the eight private colleges and universities in South Dakota, 5 institutions listed salary considerations and 3 institutions cited fringe benefits as paramount problems in obtaining new faculty members.

Data indicates that the public institutions in South Dakota generally pay their faculties more than the private South Dakota institutions in gross salary.

Other data shows, however, that public faculty members and administrators are apparently more concerned with their present salary levels than private counterparts.

"South Dakota is significantly behind in its salary scale and the rest of the country is not going to wait for it to catch up. The remedy, if such there be, will be generated in the minds of able and skillful and determined leaders."

So states Dr. Thurman White of the University of Oklahoma and General Consultant for the Faculties Research Committee in the General Consultant's Report of *Faculties and South Dakota Higher Education.*

INTRODUCTION

GENERAL COMMENTS:

South Dakota is not unique in its concern for problems in higher education. Throughout the country, from the largest to the smallest state, legislatures, educational groups, and laymen are expressing interest in finding better solutions to the myriad of dilemmas that currently engross institutions of higher education.

Although our problems in higher education are similar to those found in other states, there is a major distinction: The higher education problems in South Dakota are our problems which, if solutions are to be found encompassing the best interests of the state, we must utilize available South Dakota resources to solve them.

Recognizing that the first step toward solving any problem is planning, the state legislature, governing boards, educators, and the public alike are cognizant of the need for a systematic appraisal to obtain data essential to long-range planning. The importance of sound, state-wide planning to meet the needs of South Dakota is acknowledged by the Forty-first Session of the South Dakota Legislature in the following words:

> . . . . .There is hereby acknowledged in the Office of the Governor, the State Planning Agency for the purpose of effectuating, directing and correlating the state and local planning activities in furtherance of the purposes of this Act. . .'State Comprehensive Development Plan' means the plan or plans for the orderly and coordinated growth and development of the State. Such plan shall be based upon physical, social, cultural, economic, governmental and other data relating to state development, and shall include plans for natural resources, land use, and other related activities.

Specifically, as pertains to higher education in South Dakota and the law relating to the South Dakota Commission on Higher Education Facilities the Forty-first Session of the South Dakota Legislature further stated:

> . . . . .The Governor is hereby authorized to designate said Commission as the state agency within the state of South Dakota to prepare and submit state plans for public and private higher education institutions in South Dakota to the proper federal agencies for the purpose of participating under the federal Higher Education Facilities Act and any amendments thereto, and any other related federal acts . . . .The Commission is hereby empowered to carry out the duties imposed in this act . . . .Whereas, this Act is necessary for the immediate support and preservation of the state government and its existing institutions, an emergency is hereby declared to exist and this Act shall be in full force and effect from and after its passage and approval.

The Statewide Comprehensive Plan of Higher Education in South Dakota has encompassed the seven state institutions of higher education and the eight private colleges and universities. Recognizing the importance of assisting all colleges and universities, both public and private, the United States Congress stated in its Declaration of Policy for the Higher Education Facilities Act of 1963:

> The Congress hereby finds that the security and welfare of the United States require that this and future generations of American youth be assured ample opportunity for the fullest development of their intellectual capacities, and that this opportunity will be jeopardized unless the Nation's colleges and universities are encouraged and assisted in their efforts to accommodate rapidly growing numbers of youth who aspire to a higher education. The Congress further finds and declares that these needs are so great and these steps so urgent that it is encumbent upon the Nation to take positive and immediate action to meet these needs through assistance to institutions of higher education, including graduate and under-graduate institutions, junior and community colleges, and technical institutes, in providing certain academic facilities.

The South Dakota Commission on Higher Education Facilities, as prescribed by both federal and state law, assists all institutions of higher education in South Dakota. It is the belief of the

Commission that this assistance and responsiveness to all institutions is the only proper course which can be followed in the development of a comprehensive plan for South Dakota higher education. For institutions of higher education in our state have one common basic goal: *To provide the best possible education for students in South Dakota.*

It is gratifying to the South Dakota Commission on Higher Education Facilities that all fifteen public and private institutions of higher education in South Dakota consented to participate in the development of the statewide comprehensive plan. Such complete interest in the research is particularly noteworthy since research conduction was carried out with the on-going program of each college and university. Recognizing the current burden of the institutions, the Commission has made every effort to gather data and use institutional personnel in such a manner as to minimize the amount of time and work required of individual faculty and staff members.

SCOPE OF THE REPORT:

This report presents narrative and statistical data that emerged from the research study of FACULTIES and South Dakota Higher Education. It is concerned with an analysis of the most significant characteristics of FACULTIES in South Dakota colleges and universities and related data.

This research includes data on the seven state controlled colleges and universities and the eight privately controlled higher education institutions. A listing of the participating institutions, geographical location, and institutional abbreviations commonly used follows:

Augustana College	AC	Sioux Falls, South Dakota
Black Hills State College	BHSC	Spearfish, South Dakota
Dakota Wesleyan University	DWU	Mitchell, South Dakota
Freeman Junior College	FJC	Freeman, South Dakota
General Beadle State College	GBSC	Madison, South Dakota
Huron College	HC	Huron, South Dakota
Mount Marty College	MMC	Yankton, South Dakota
Northern State College	NSC	Aberdeen, South Dakota
Presentation College	PC	Aberdeen, South Dakota
Sioux Falls College	SFC	Sioux Falls, South Dakota
Southern State College	SSC	Springfield, South Dakota
South Dakota School of Mines and Technology	SDSM&T	Rapid City, South Dakota
South Dakota State University	SDSU	Brookings, South Dakota
University of South Dakota	USD	Vermillion, South Dakota
Yankton College	YC	Yankton, South Dakota

PROCEDURES:

The general procedures which were followed in conducting the Statewide Comprehensive Plan of Higher Education in South Dakota are reported in detail in the Commission publication "Organizational Plan." Data basic to this particular research study were gathered, compiled, and analyzed in the following manner:

> Activities for the Statewide Comprehensive Plan officially began with an orientation workshop conducted at Sioux Falls College on October 27 and 28, 1967. The meeting was conducted for the purpose of explaining the organizational plan and initiating Phase One – System Development. Those in attendance included public and private college presidents, research committee members, Commission members, representatives of the Legislative Research Council, South Dakota Department of Public Instruction, General Consultants for the research committees, members of the State Advisory Committee, and other interested groups and individuals. Including the initial Sioux Falls meeting to organize the composition of the plan, the following meetings have been conducted:

Costs Research Committee:

October 27 and 28, 1967	Sioux Falls, South Dakota
November 9, 1967	Madison, South Dakota
January 12, 1968	Madison, South Dakota
February 23, 1968	Pierre, South Dakota
April 20, 1968	Sioux Falls, South Dakota
September 19 and 20, 1968	Spearfish, South Dakota
April 28, 1969	Pierre, South Dakota

Faculties Reserach Committee:

October 27 and 28, 1967	Sioux Falls, South Dakota
January 12, 1968	Madison, South Dakota
February 23, 1968	Pierre, South Dakota
April 20, 1968	Sioux Falls, South Dakota
September 19 and 20, 1968	Spearfish, South Dakota
April 21 and 22, 1969	Pierre, South Dakota

Facilities Research Committee:

October 27 and 28, 1967	Sioux Falls, South Dakota
December 18, 1967	Brookings, South Dakota
January 12, 1968	Madison, South Dakota
February 23, 1968	Pierre, South Dakota
April 19 and 20, 1968	Sioux Falls, South Dakota
September 19 and 20, 1968	Spearfish, South Dakota
May 2, 1969	Pierre, South Dakota

Curriculum Research Committee

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November 17, 1967	Pierre, South Dakota
January 12, 1968	Madison, South Dakota
February 23, 1968	Pierre, South Dakota
April 20, 1968	Sioux Falls, South Dakota
September 19 and 20, 1968	Spearfish, South Dakota
April 29, 1969	Pierre, South Dakota

Students Research Committee:

October 27 and 28, 1967	Sioux Falls, South Dakota
December 1, 1967	Rapid City, South Dakota
January 12, 1968	Madison, South Dakota
February 23, 1968	Pierre, South Dakota
March 27, 1968	Pierre, South Dakota
April 2, 1968	Pierre, South Dakota
April 20, 1968	Sioux Falls, South Dakota
September 19 and 20, 1968	Spearfish, South Dakota
April 22 and 23, 1969	Pierre, South Dakota

SDCHEF Research Staff:

October 28, 1967	Sioux Falls, South Dakota

November 21, 1967	Pierre, South Dakota
January 12, 1968	Madison, South Dakota
February 23, 1968	Pierre, South Dakota
April 19 and 20, 1968	Sioux Falls, South Dakota
May 8, 1968	Yankton, South Dakota
May 9, 1968	Brookings, South Dakota
June 5, 1968	Yankton, South Dakota
June 6, 1968	Brookings, South Dakota
September 19 and 20, 1968	Spearfish, South Dakota
September 27, 1968	Pierre, South Dakota
November 16, 1968	Spearfish, South Dakota
March 6, 7 and 17, 1969	Pierre, South Dakota

(Individual meetings with Research Committee Chairman)

General Consultants:

October 27 and 28, 1967	Sioux Falls, South Dakota
(Curriculum Consultant, only	
November 17, 1967)	Pierre, South Dakota
(Facilities Consultant, only	
April 19, 1968	Sioux Falls, South Dakota
April 20, 1968	Sioux Falls, South Dakota
May 6 and 7, 1968	Pierre, South Dakota
September 27, 1968	Pierre, South Dakota
(Facilities Consultant only	
February 7, 1969	Washington, D. C.
May 13, 1969	Washington, D. C.
May 19 and 20, 1969	Albany, New York
June 2, 1969)	Pierre, South Dakota
(Curriculum Consultant, only	
April 9, 1969	Denton, Texas
April 24 and 25, 1969	Denton, Texas
May 13, 1969)	Washington, D. C.
(Faculties Consultant, only	
April 8, 1969	Norman, Oklahoma
April 24 and 25, 1969)	Norman, Oklahoma
(Students Consultant, only	
April 10, 1969	Denver, Colorado
April 24 and 25, 1969)	Boulder, Colorado
(Cost Consultant, only	
May 14, 1969	Washington, D. C.
May 19 and 20, 1969)	Washington, D. C.

Special Consultants:

June 13, 1968	Pierre, South Dakota
April 2, 1969	Sioux Falls, South Dakota
May 7, 1969	Vermillion, South Dakota
May 8, 1969	Brookings, South Dakota

State Advisory Committee:

October 27, 1967	Sioux Falls, South Dakota

April 20, 1968	Sioux Falls, South Dakota
September 19 and 20, 1968	Spearfish, South Dakota

Advisory Facilities Inventory Board:

March 22, 1968	Pierre, South Dakota
April, May, and June, 1968	Facilities Review at all South Dakota Colleges and Universities

Data Gathering Meetings with Institution Data Gathering Coordinators:

November 1, 1968	Spearfish, South Dakota
November 1, 1968	Rapid City, South Dakota
November 4, 1968	Aberdeen, South Dakota
November 5, 1968	Brookings, South Dakota
November 5, 1968	Madison, South Dakota
November 6, 1968	Sioux Falls, South Dakota
November 6, 1968	Vermillion, South Dakota
November 7, 1968	Yankton, South Dakota
November 7, 1968	Springfield, South Dakota
November 8, 1968	Freeman, South Dakota
November 8, 1968	Mitchell, South Dakota
November 8, 1968	Huron, South Dakota

The foregoing meetings are not all inclusive of the work involved in developing this publication. Written and telephone communications have been voluminous. Individual and small informal meetings and conversations have been numerous.

Phase One, System Development may have been the most difficult part of the research. Beyond the major task of forming the committees and advisory groups, there was the difficulty of cohesion of purpose while maintaining research area identity. This problem was resolved through the efforts of the five research committee chairmen coordinating activities on the SDCHEF Research Staff. Phase One also encompassed the development of the evaluative instruments, the questionnaires with which much heretofore uncollected data was gathered. The eventual success in devising adequate evaluative instruments was directly related to two major facts: (1) A personal visitation was made by the research staff to every South Dakota college and university campus in July, 1967, to visit personally with presidents and staffs in order to get advice on what questions should be asked and what answers were necessary for assisting the various governing boards at arriving at meaningful decisions, and (2) pilot projects were conducted at one public and one private South Dakota higher education institution during June, 1968, to test the reliability and validity of the evaluative instruments. Thus, in asking for the "right" information and testing uniform definitions, terminology, general format, and organization, the instruments were further refined.

Phase Two - Data Gathering was begun with major meetings of all research committees and general consultants in September, 1968, called for the purpose of finalizing the evaluative instruments prior to data gathering at the institutions. In November, 1968, the Comprehensive Planning Coordinator again visited all public and private South Dakota colleges and universities for the purpose of personally explaining the evaluative instruments to presidents, institution data gathering coordinators, key administrators, and faculty representatives. Beyond increased efficiency in gathering data, the success of these personal meetings is evidenced by the fact that all institutions returned the complete package of evaluative instruments before the established deadline.

The new year, 1969, was ushered in with a mountain of completed data returned by the institutions. Upon receipt, the research staff began

1

the major task of reviewing data to check conformity with definitions and instructions; follow up, where necessary to obtain missing data or correct errors with institution data gathering coordinators; compilation of raw data into raw tables and figures for research committee review; and transformation of raw data into professional summaries, tables and figures.

After the data had been assimilated into meaningful form, work was begun on the drafting of a narrative analysis by the research committees and general consultants.

Prior to the writing of the narrative analysis, the Comprehensive Planning Coordinator met with the research committees and the general consultants to discuss the manner in which research data would be presented. It was decided that each publication should contain a summary page of the most significant research information followed by separate narrative analysis by the research committees and general consultants. It was the opinion of the committees and consultants that this method of presentation would allow independently made comparisons of the research data through the views of South Dakotans involved in higher education in the state and non-South Dakotans with a national perspective of higher education. Thus, the total narrative analysis, taken together, may contain areas of agreement, disagreement and interpretation by committees and consultants on the meaning of research data. Obviously, where there is significant disagreement on the interpretation of research data, further study should be conducted to determine the nature of the problem.

During May and June, 1969, the research staff, committees, and general consultants drafted the narrative that was to supplement the tabular and graphic data for the reports.

Prior to final publication, the State Advisory Committee, institutional presidents and staffs, and the Commission reviewed the research data and narrative. Following this review and the incorporation of suggestions for improvement of the publications, the months of July, August, and September were devoted to publication details.

LIMITATIONS:

This report on FACULTIES and South Dakota Higher Education does not include all of the items as originally set forth in Area V of the "Organizational Plan." In certain instances it became obvious during the research that some items were not necessary or could not be adequately obtained at this time. However, most of the items originally intended for the research have been included.

This report does not include narrative or an explanation of all data presented. In certain cases, the data speaks for itself. In other instances, since it was not the role of the committees or consultants to make recommendations, little could be said without infringing upon the legal prerogative of the governing bodies to interpret data in the light of their responsibilities. Certain data presented could not be commented upon until a greater period of time had passed. In other words, what may appear to be a fact at this time can only be proven with further research or follow up in the future.

Occasionally, there may be missing data on certain items presented. Every attempt was made to get complete information on every item from all institutions. However, there were instances where historical or current information was not available. Missing data in this report has been clearly indicated. Fortunately, such missing data is minimal and, therefore, has not had an appreciable effect on data analysis.

Little emphasis has been placed on presenting comparisons of data on South Dakota institutions and national statistics. Such comparisons have been minimized due to the difficulty of correlating definitions and terms with conflicting and nebulous national terminology. The committees have been satisfied with the fact that it has been possible to standardize most educational areas within the state of South Dakota. Such standardization of terms and definitions have been patterned, where possible, with similar work of the United States Office of Education. Unfortunately, however, until all national education organizations similarly adjust to Office of Education classifications and definitions, there will continue to exist ambiguous and multiple standards of data comparison.

Perhaps the greatest limitation of this study has been time, money and personnel. Certainly, this could be said of any research project. But, even though three years were allocated for the research, a federal grant was obtained to finance the study, and excellent faculty members and general consultants participated in the research, the mass of important data collected clearly indicates how much more could be learned about higher education in South Dakota if greater resources were available.

SOURCE OF DATA:

The great majority of the information presented in this report was obtained from the following sources: (1) Reports in the files of the South Dakota Commission on Higher Education Facilities; (2) Reports in the files of the South Dakota State Board of Regents; (3) Data from state governmental agencies; (4) Data from the evaluative instruments which, in turn, were supplied by the institutions; (5) Data obtained through research in cooperation with the business and educational research corporations; (6) Data presented by the general consultants and special consultants; (7) Data obtained from the United States Office of Education; and (8) Data submitted by individual faculty members at public and private South Dakota colleges and universities.

CONCLUSION:

This project for the development of a Statewide Comprehensive Plan of Higher Education in South Dakota was initiated with great enthusiasm and high expectations. The Higher Education Facilities Commission believe that higher education and the state of South Dakota can derive valuable benefits from the research data presented in this report.

The value of the Statewide Comprehensive Plan of Higher Education in South Dakota, beyond fostering cooperation, providing information, and management instruments for private and public institutions will be determined by what subsequently happens regarding the improvement of South Dakota higher education. The efforts of the Higher Education Facilities Commission in compiling and analyzing quantitative data on factors which affect quality education will be completed by the conclusions drawn and actions taken by the appropriate private and public boards, agencies, legislature, and the colleges and universities themselves. Thus, valuable information obtained from the statewide comprehensive plan can be the vehicle used for designing and implementing programs to meet the major problems and challenges of South Dakota Higher Education. To this end it is the hope of the South Dakota Higher Education Facilities Commission that statewide comprehensive planning will become a continuous on-going process through a cooperative partnership of all public and private colleges in South Dakota.

REPORT
FACULTIES RESEARCH COMMITTEE

In November of 1968, approximately 1,477 full-time and 219 part-time faculty members at the public and private colleges and universities in South Dakota were asked to complete questionnaires developed by the Faculties Research Committee of the State-wide Comprehensive Plan of Higher Education in South Dakota. There were four questionnaires to be completed: Faculties Forms A, B, and C were answered by full-time faculty members. Faculties Form C was completed by part-time faculty members. Faculties Form D was completed by appropriate administrative officials at the institutions. (See Appendix D for copies of the questionnaire or evaluative instruments.)

A letter of introduction was given to each faculty member explaining two important aspects of the evaluative instruments: (1) That great precautions had been taken to guarantee anonymity for respondents, and (2) Response to the requested information was on a voluntary basis.

The members of the Faculties Research Committee feel that the rate of return on the evaluative instruments was excellent considering that there was no pressure on faculty for participation and that completion of the forms required an average time of three hours. Of the 1,107 full-time faculty receiving the evaluative instruments, 761 or 68.74% answered Forms A and B; 254 or 68.65% of the 370 full-time private faculty completed Forms A and B; the percentage of return for public and private combined was 68.7% or slightly over two-thirds of the faculty members in South Dakota. One-hundred per cent of the public and private institutions returned Faculties Form D.

In contrast to the return on Faculties Forms A, B, and D, however, Form C had a poor rate of return. One-third of the public and private faculty completed Form C. The form was included as a Faculties evaluative instrument upon the request of the Costs Research Committee. Form C was a detailed faculties service report codified to indicate the estimated time faculty members spent in regular instruction, other instruction, advising and/or counseling, department and university related activities, sponsored research, public service, administration, committee work, and other activities. Data on the estimated time spent on additional activities of faculty members were obtained by the Faculties Research Committee in evaluative instrument, Form A. The Costs Research Committee was able to structure the cost analysis system by substituting the data sought in Form C with a pilot project at a public higher education institution.

It is recognized that respondents to Faculties Form A gave duplicate responses, in some cases, and/or did not respond to all items of the questionnaire. An attempt was made to avoid tabulating the duplicate responses if it could be determined which response was a fact. The tabulators made no attempt to provide information for the items that were omitted. Therefore, there will be some inconsistencies on the numbers of responses on the different tables as shown in Appendix A.

If approximately two-thirds of the public and private faculty completed Faculties Forms A and B with sincerity in responses, the members of the Faculties Research Committee believe that an adequate sample of faculty opinion and facts was obtained to draw basic conclusions concerning all faculty involved in higher education in South Dakota. The question can legitimately be asked, however, why did approximately one-third of the public and private faculty members fail to answer Forms A and B? The committee does not have a ready answer. Rather, the members of the Faculties Research Committee refer the reader to an analysis of this question by the Faculties General Consultant in the following section of this publication.

The Faculty Member As An Individual

> Ask a college teacher what he is. He probably will not say that he is a college teacher. More likely he thinks of himself as a historian, a mathematician, or a humanist, and he feels more kinship with colleagues working in the same field in other colleges than with many fellow faculty members at his own college. To emphasize . . . the importance of the teaching function in American colleges is not only desirable in itself and helpful to higher education—it is vitally important. But it does not in the least derogate the notion that what a college professor is first and foremost is a man or woman of knowledge.

This knowledge he loves, preserves, transmits and enhances.

Alfred E. Meder, Jr.
Vice Provost and Dean of
Rutgers, The State University

The information presented in Table I and Figure II indicates that the largest single category of instructional staff was that made of Assistant Professors. This was followed in descending order by Instructors, Professors, Associate Professors, and others. At the public institutions, 35% of the full-time faculty hold the rank of Assistant Professor; 20% Instructor; 23% Professor; 19% Associate Professor; and 3% other. At the private institutions, 32% of the full-time faculty hold the rank of Assistant Professor; 35% Instructor; 14% Professor; 17% Associate Professor; and 2% other. The percentage of full-time faculty for public and private colleges and universities is 34% for Assistant Professor; 23% Instructor; 21% Professor; 19% Associate Professor; and 3% other.

The importance of the number and percentage of faculty by rank is found in the balance between academic ranks. An imbalance at an institution indicates the possible need for careful staffing plans for the future. If an institution has too great a proportion of Professors and Associate Professors there may be serious problems in budgeting for faculty salaries. On the other hand, if the proportion is heavily weighted with Assistant Professors and Instructors this may indicate the lack of a mature and experienced faculty. Care should be taken therefore, in attempting to achieve a faculty balance which allows young faculty members an opportunity for advancement in rank but does not over-burden the institution financially with an excessive number of Professor and Associate Professor faculty salaries.

NUMBER OF FULL-TIME FACULTY ON CAMPUS
INSTITUTIONS OF HIGHER EDUCATION
SOUTH DAKOTA, 1968-69

Table I

	Professors			Associate Professors			Assistant Professors			Instructors			Other**			Total
	M	W	T	M	W	T	M	W	T	M	W	T	M	W	T	
Public Institutions																
University of South Dakota	71	2	73	32	1	33	81	10	91	18	19	37	2	2	4	238
South Dakota State University	93	11	104	78	15	93	88	18	106	43	31	74	25	10	35	412
Northern State College	15	1	16	22	1	23	59	18	77	8	8	16	0	0	0	132
Southern State College	7	1	8	6	0	6	24	2	26	25	4	29	0	0	0	69
Black Hills State College	15	4	19	13	7	20	29	9	38	16	3	19	0	0	0	96
General Beadle State College	5	0	5	6	0	6	13	2	15	24	4	28	0	0	0	54
S. Dak. School of Mines & Technology	30	0	30	27	1	28	32	2	34	12	2	14	0	0	0	106
Sub-Total	236	19	255	184	25	209	326	61	387	146	71	217	27	12	39	1,107
Private Institutions																
Augustana College	18	1	19	23	3	26	35	16	51	15	9	24	0	0	0	120
Huron College	5	0	5	5	1	6	14	2	16	6	1	7	4	0	4	38
Sioux Falls College	7	0	7	13	1	14	8	6	14	8	3	10	0	0	0	45
Mount Marty College	0	3	3	0	6	6	2	7	9	12	11	23	0	4	4	45
Dakota Wesleyan University	6	1	7	4	2	6	8	2	10	9	2	11	0	0	0	34
Yankton College	8	2	10	5	0	5	12	3	15	11	3	14	0	0	0	44
Presentation College	0*	0	0	0	0	0	0	0	0	4	22	26	0	0	0	26
Freeman Junior College	1	0	1	0	0	0	2	1	3	10	4	14	0	0	0	18
Sub-Total	45	7	52	50	13	63	81	37	118	75	54	129	4	4	8	370
Total	281	26	307	234	38	272	407	98	505	221	125	346	31	16	47	1,477

*No academic rank policy. All Teaching faculty are considered as Instructors.

**Lecturers, Assistant Instructors, Assistant In, NTF-National Teaching Fellows.

Figure I

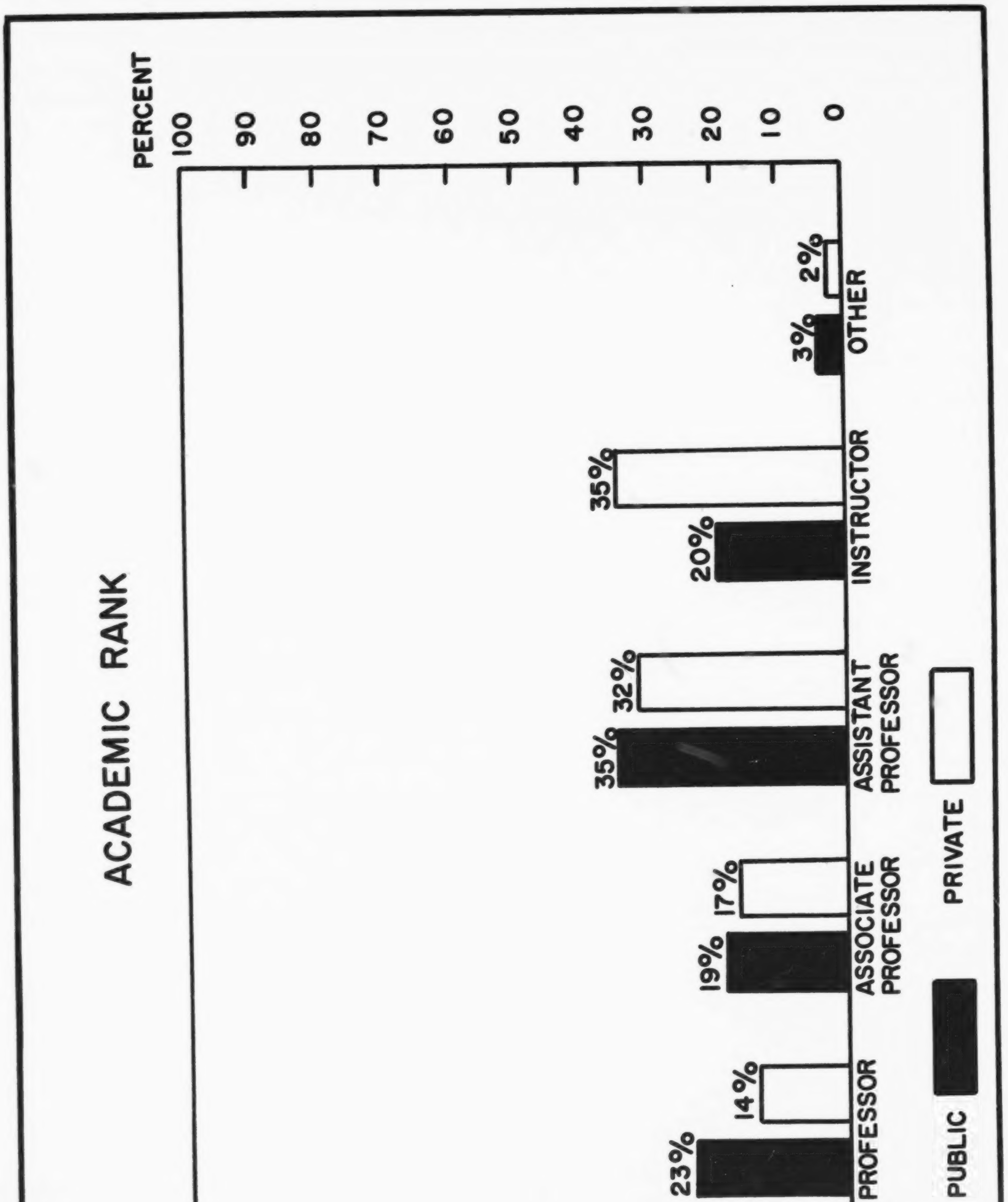

ACADEMIC RANK
PERCENT
100
90
80
70
60
50
40
30
20
10
0
23%
14%
PROFESSOR
19%
17%
ASSOCIATE PROFESSOR
35%
32%
ASSISTANT PROFESSOR
20%
35%
INSTRUCTOR
3%
2%
OTHER
PUBLIC
PRIVATE

Table II, which presents information on the age characteristics of the faculties of South Dakota public and private colleges and universities, appears to show no particular patterning other than similarity of faculty average ages. The average age at the public institutions is 41 years and 40 years at the private institutions. The combined average age at all South Dakota institutions is 41 years.

FACULTY PERSONNEL INFORMATION
INSTITUTIONS OF HIGHER EDUCATION
SOUTH DAKOTA, 1968-69

Table II

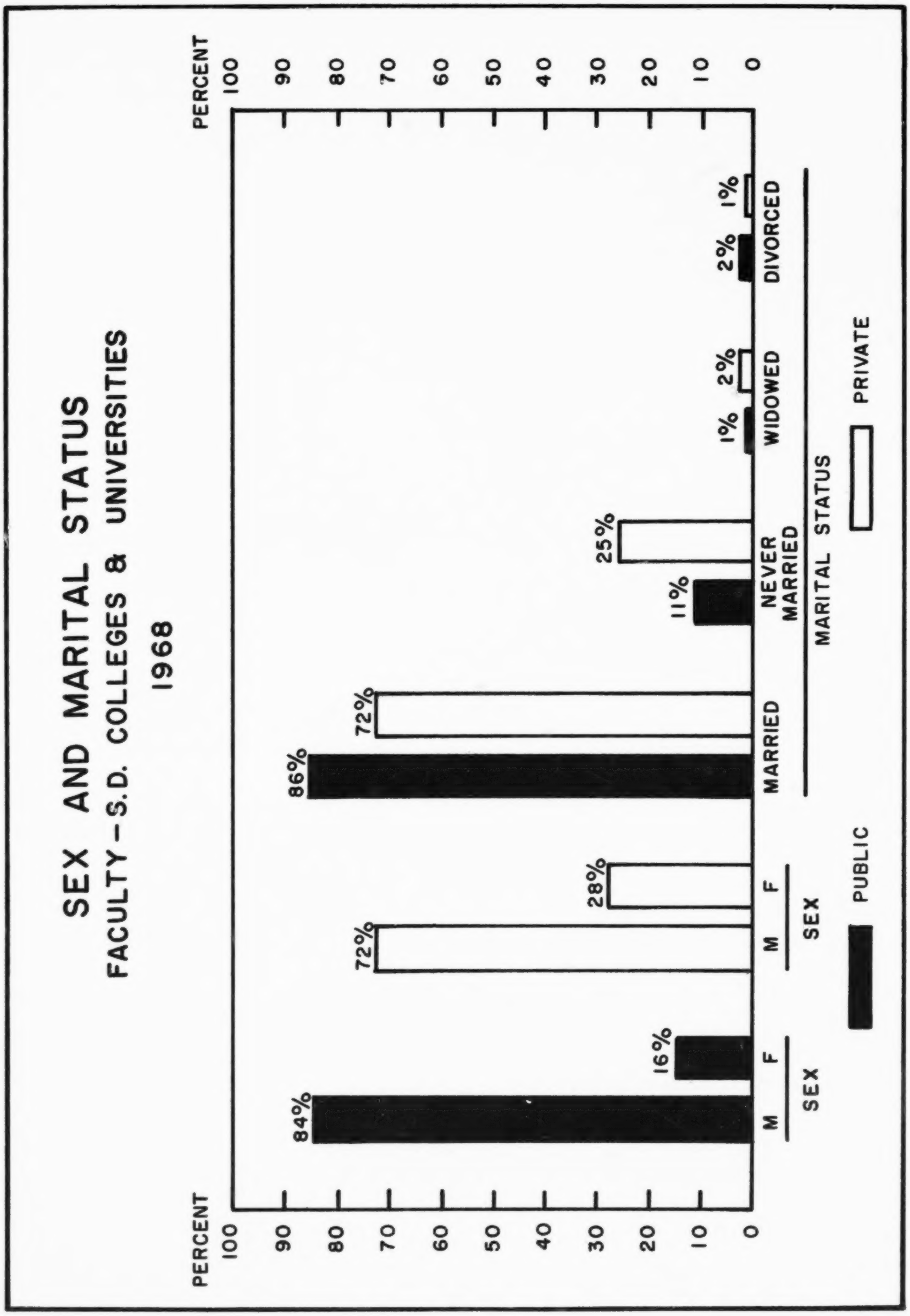
	Date of Birth Average Age	Sex			Marital Status			
		M	F	T	Married	Never Married	Widowed	Divorced
Public Institutions								
University of South Dakota	40	162	32	194	181	19	0	4
South Dakota State University	43	198	38	236	203	30	1	2
Northern State College	42	102	25	127	104	17	3	3
Southern State College	41	30	10	40	29	9	1	1
Black Hills State College	45	44	6	50	43	4	1	3
General Beadle State College	39	25	2	27	23	4	0	0
S. Dak. School of Mines & Technology	43	80	7	87	80	5	2	0
Sub-Total	*Ave. 41.95	641	120	761	663	88	8	13
Private Institutions								
Augustana College	39	65	13	78	63	14	1	0
Huron College	39	24	3	27	22	2	0	0
Sioux Falls College	42	20	7	27	21	4	2	1
Mount Marty College	37	9	27	36	13	22	0	0
Dakota Wesleyan University	39	17	4	21	16	3	1	0
Yankton College	43	34	8	42	39	4	0	0
Presentation College	44	3	15	18	3	14	0	0
Freeman Junior College	41	5	0	5	3	2	0	0
Sub-Total	*Ave. 39.93	177	77	254	180	65	4	1
Total		818	197	1,015	843	153	12	14

*Average weighted by number of respondents from each institution.

The importance of the age of faculties lies primarily in the distribution of the age of a faculty by academic rank. This is particularly important in viewing the ranks of Associate Professor and Professor. Too high of a percentage of older faculty in these ranks means that the more experienced faculty will soon retire and in turn, will need replacement with experienced faculty to maintain academic quality. On the other hand, too high of a percentage of young faculty at all ranks, but particularly the senior levels, may indicate that promotion practices need revision and/or the necessary ingredient of experience may be lacking in a faculty. Specific data has not been presented in this Committee report but is presented in Appendix A for further analysis by the institutions, if desired. In general, it can be said that the average age of public and private South Dakota faculties compare similarly to other state and national reports.

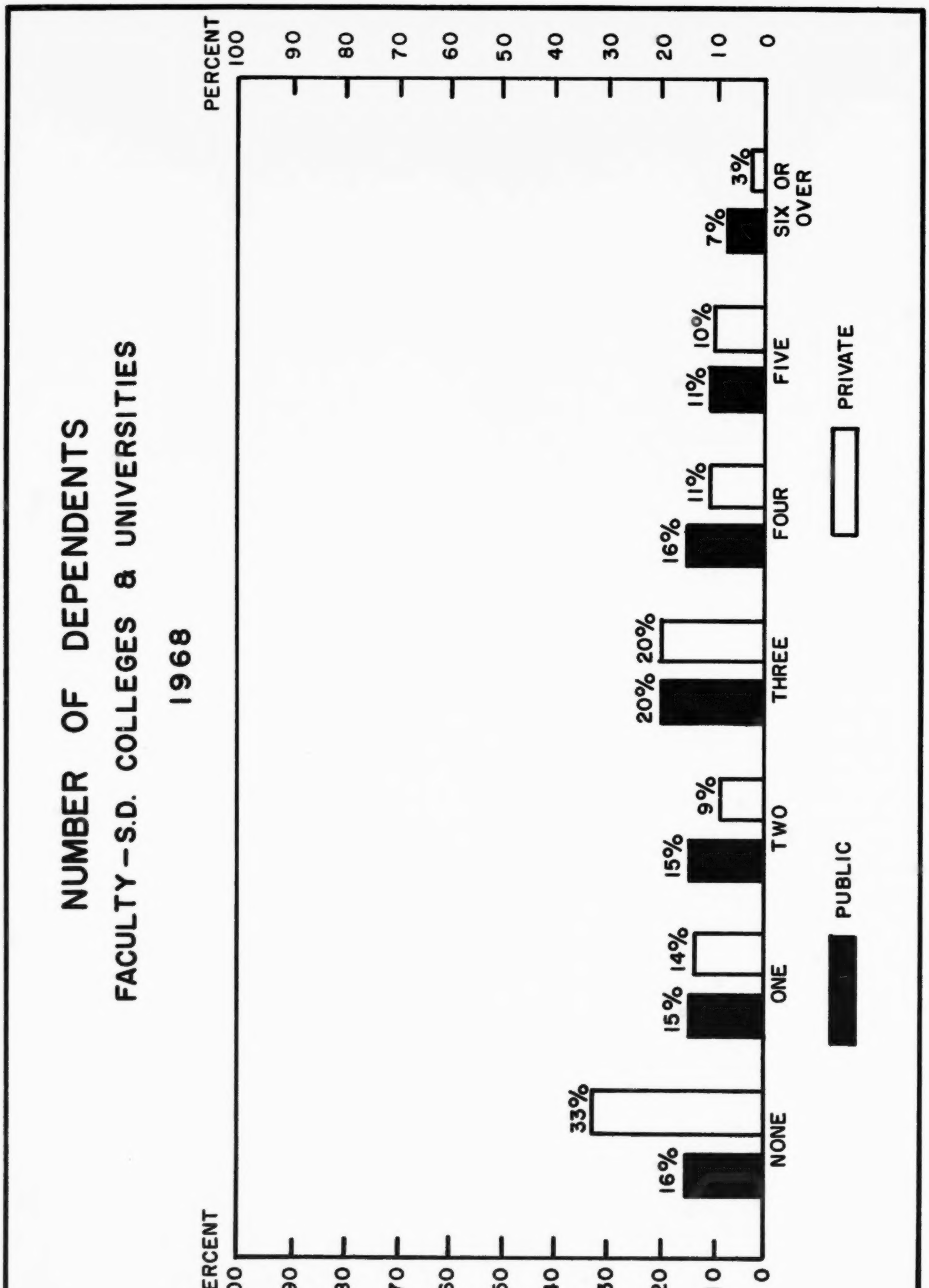
Figure II presents information on the sex and marital status of public and private faculty at South Dakota institutions of higher education. Figure III provides data on dependents of South Dakota college and university faculty. Figure II indicates that the ratio of male to female instructional staff in the public and private institutions is about the same with the preponderance in favor of the male. The fact that there are more men than women teaching in South Dakota colleges is not unusual. The United States Office of Education reports a similar male preponderance nationally in *Digest of Educational Statistics, 1968.* Figures II and III also indicate that a larger proportion of staff members at the public institutions are married in comparison to marital status at the private institutions. Consequently, as might be expected, staff members at the public institutions have a larger proportionate number of dependents.

Figure II



SEX AND MARITAL STATUS
FACULTY – S.D. COLLEGES & UNIVERSITIES
1968

Figure III



NUMBER OF DEPENDENTS
FACULTY—S.D. COLLEGES & UNIVERSITIES
1968

16

Figure IV shows the tenure status of public and private faculty at South Dakota institutions of higher education. Tenured status of faculty members is more characteristic of the South Dakota public colleges and universities. Pre-tenure status is more descriptive of the South Dakota private institutions.

The matter of faculty tenure is a broad subject which the members of the Faculties Research Committee cannot explore in any depth in this committee report. In approaching the concept of tenure, perhaps the following brief analysis by Henry C. Herge might be helpful:

> Ordinarily, tenure status is a privilege accorded to those who, after a long trial, prove worthy of membership on the permanent faculty. The college or university provides the scholar a platform from which he can be heard. Should his ideas or proposals be unpopular, radical, or unorthodox, he might be suspect and his academic freedom could be in jeopardy. Tenure safeguards him against unwarranted attack from without or within the academy, and is necessary to insure uninterrupted intellectual ferment in a faculty. [1]

The question of a tenure policy at an institution is variable and contingent upon the needs and desires of the institution and its governing structure. This fact is well illustrated by John S. Diekhoff, Professor of Education at Hunter College:

> Of course tenure does not and should not come with the first appointment to the first job. The practice of American colleges and universities varies. Some colleges confer tenure after three years of service in any rank. Some confer it only on full professors. But the reasons that justify discontinuing the service of non-tenure appointees lie in the long-range personnel and budgetary needs and policies of the college. A tenure appointment is a long-term commitment on any budget and an increasing commitment; for it carries obligations to pay higher and higher salaries as the years pass. Most colleges must have a considerable number of relatively low-paid young instructors whom they cannot afford to keep permanently because they cannot pay them progressively higher salaries nor give them reasonable assurance of opportunities for professional growth and promotion, nor necessarily need them for adequate staffing requirements. All colleges must reserve the right to confer tenure only on those who will add strength to their faculties, who will raise the average of competence. A college should not retain a faculty member for whom, in the long view, it has no work that will stimulate his intellectual growth. It should not be expected, without a long look, to make the judgment that a new and young teacher will fit into the institutional pattern or work congenially with his colleagues in the department. It is the right of the college, surely, to give probationary appointments and to discontinue the appointments of temporary staff members who do not fit into long-range personnel needs, for any of many reasons. Commitment to unpopular views, however, should not be among the reasons for firing even the newest and youngest of faculty members. [2]

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[1] Henry C. Herge, ***The College Teacher***, (New York: The Center for Applied Research in Education, Inc., 1965), pp. 74-75.

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[2] John S. Diekhoff, ***The Domain of the Faculty in Our Expanding Colleges***, (New York: Harper and Brothers Publishers, 1956), pp. 98-99.

Figure IV

TENURE STATUS
FACULTY - S.D. COLLEGES & UNIVERSITIES
1968

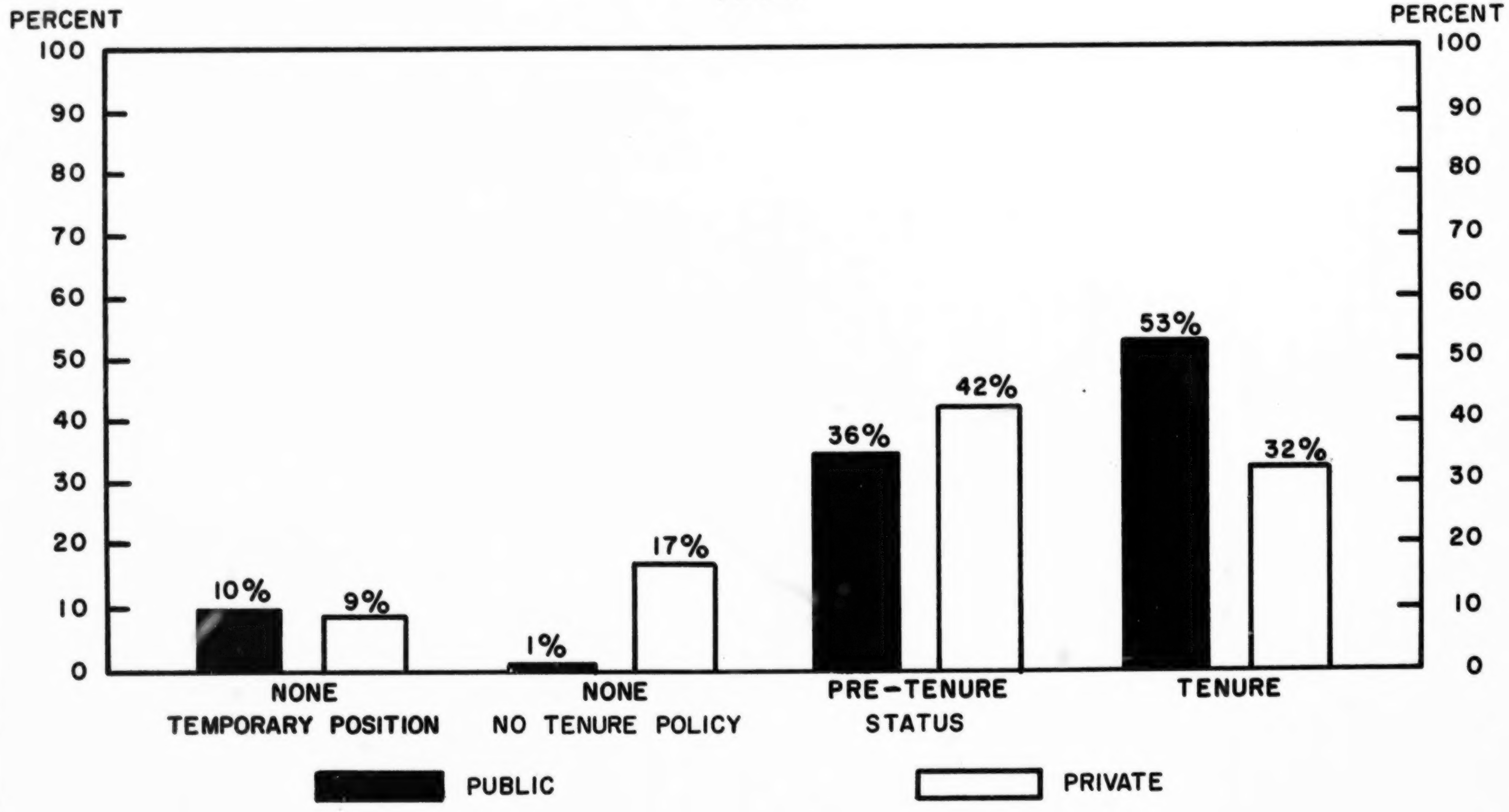

Table III shows data on the academic preparation of public and private faculty at South Dakota institutions of higher education. On the basis of the approximate two-thirds sample of public and private faculty in South Dakota institutions of higher education, the following are representative percentages of academic preparation at each degree level: At the public colleges and universities, 37% of the faculty have earned a Doctorate; ½% Educational Specialists; 45% Masters; 14% Bachelors; and 3% Other Professional Degree. At the private colleges and universities, 22% of the faculty have earned a Doctorate; 1% Educational Specialist; 53% Masters; 18% Bachelors; and 6% Other Professional Degree. The percentage of degrees at each level for public and private faculty combined are 33% Doctorate; ½% Educational Specialist; 47% Masters; 15% Bachelors; and 4% Other Professional Degree.

The characteristic year in which degrees were earned at public and private institutions affords an interesting comparison. There is a great similarity between the public and private South Dakota institutions of higher education with the exception of the year in which the Bachelors degree was earned.

ACADEMIC PREPARATION *

Table III

	PUBLIC		*PRIVATE*	
	Number	Characteristic Year Earned	Number	Characteristic Year Earned
Doctorate	320	1960	68	1960
Educational Specialist	4	1956	3	1954
Masters	385	1957	163	1959
Bachelors	120	1948	55	1957
Other Professional Degree	28	1955	18	1954

*Less than 100% returns. These figures do not represent the total number of faculty members in colleges and universities in South Dakota.

Table IV presents statistics on the number of faculty members, both public and private, who obtained their degree from South Dakota and non-South Dakota institutions. In reponse to the question: "Do you hold any degree from the institution where you are now employed ? ", 207 faculty members from public institutions answered "yes" and 543 answered "no"; 58 faculty members from private institutions answered "yes" and 183 answered "no". In response to the question: "Do you hold more than one degree from the institution where you are now employed ? ", 84 from public institutions answered "yes" and 673 answered "no"; 7 from private institutions answered "yes" and 234 answered "no". Expressed as a percentage 28% of the public faculty and 24% of the private faculty hold at least one degree from the institution where they are now employed.

Although the percentage of public and private faculty teaching at South Dakota institutions where they also earned one or more degrees is not excessively high, the percentages are high enough to briefly explore the question of "educational inbreeding." This term is commonly used in higher education to refer to the selection and appointment of faculty members from among an institution's own graduates. The argument goes that if the percentage is too high of faculty teaching at an institution where they also were educated, there is a restriction of viewpoint and philosophy in instruction. The question may be debatable. The fact that a difference of opinion exists, however, may be best approached for solution as expressed in the *Self-Study of Higher Education in Oklahoma–Report 2,* of the Oklahoma State Regents for Higher Education:

Received Highest Degree From

	PUBLIC	PRIVATE
Institution where now employed	120	13
Other South Dakota institution	68	47
Non-South Dakota institution	568	188

> No one would argue that an institution should never employ any of its own graduates. An institution that has a strong department or graduate program would be remiss to overlook this source of faculty supply. However, care should be exercised to maintain a balanced faculty in terms of academic preparation and experiences . . . This 'return to the academic nest' is a common phenomenon according to Stecklein, and raises some pertinent question about student bodies as an important source for screening and recruiting future faculty members.[3] He suggests that since there is a strong tendency for graduates who enter college teaching to return to the institution where they were previously enrolled as students, it would seem desirable to identify these students and encourage them to obtain further graduate work which would insure greater breadth of educational experiences. Careful counseling, and possibly financial assistance, might encourage a larger proportion of these individuals to obtain graduate work in out-of-state institutions with strong graduate programs and thus strengthen as well as broaden faculty preparation.[4]

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[3] John E. Stecklein, "Research on Faculty Recruitment and Motivation," ***Studies of College Faculty,*** (Western Interstate Commission on Higher Education, Boulder, Colorado), pp. 15-16.

[4] ***Selecting, Retaining and Utilizing Higher Education Faculties in Oklahoma–Report 2,*** Oklahoma State Regents for Higher Education, State Capitol, Oklahoma City, December, 1962.

INFORMATION ON DEGREES EARNED
SOURCE OF HIGHEST DEGREE EARNED
INSTITUTIONS OF HIGHER EDUCATION
SOUTH DAKOTA, 1968-69

Table IV

	Institution Where Now Employed	Another South Dakota Institution	Non-South Dakota Institution
Public Institutions			
University of South Dakota	40	6	155
South Dakota State University	41	6	179
Northern State College	24	15	89
Southern State College	6	15	14
Black Hills State College	4	15	31
General Beadle State College	1	5	28
S. Dak. School of Mines & Technology	4	6	72
Sub-Total	120	68	568
Private Institutions			
Augustana College	4	6	72
Huron College	0	6	18
Sioux Falls College	1	3	21
Mount Marty College	4	10	23
Dakota Wesleyan University	0	3	16
Yankton College	4	14	21
Presentation College	0	4	13
Freeman Junior College	0	1	4
Sub-Total	13	47	188
Total	133	115	756

Table VI depicts the utilization of faculty time, expressed weighted averages, at the public and private colleges and universities in South Dakota.

Table V

Estimated Time Spent on Additional Activities (Percentage)

Public Institutions:	Teaching	Research	Committee Work	Administration	Student Advisement
	60.2%	12.5%	2.5%	12.4%	6.1%
	Extension	Public Service	Other		
	.6%	1.8%	3.9%		
Private Institutions:	Teaching	Research	Committee Work	Administration	Student Advisement
	57.3%	7.7%	5.2%	13.1%	9.2%
	Extension	Public Service	Other		
	.1%	2.5%	4.9%		

The data in Table V clearly indicate that the college and university faculty spends a great deal of time on activities other than being "on stage" in classroom instruction as is commonly thought to be the major activity of a college teacher. The depth and problems involved in these other activities have been elaborated upon by the General Consultant in the following section of this publication, and, therefore, should need no further comment by the Faculties Research Committee.

Table VI shows the weighted averages of total time spent by the faculty in teaching their major and minor subjects. Table VI also shows other duties such as administration:

Table VI

TOTAL TIME SPENT ON TEACHING MAJOR, TEACHING MINOR, AND OTHER AREAS (PERCENTAGE)

	Teaching Major	Teaching Minor	(Administration etc.)
Public Institutions	89.4%	6.2%	4.4%
Private Institutions	85.3%	6.9%	7.8%

The data presented in Table VI indicate that public faculty teachers spend more time on their teaching major than at the private institutions. The private faculty members, apparently spend more time than public faculty on duties such as administration and other activities. This may be partially explained by the fact that institutions in South Dakota that are relatively small in size must broaden the responsibilities of the faculty. The fact that both public and private institutions in South Dakota utilize most of their faculties' time in their major teaching areas is a healthy indicator for academic quality.

The Faculty Member and His Opinions

> Educators are heir to all the private and almost all the public pressures that confront us all. Major forces in the society at large impinge on and crowd the inhabitants of Academe - technological change, political change, shifts in the distribution of affluence and poverty, to name a few. The time when 'ivory towers' stood quietly and relatively untouched by these social and economic currents is long since past. Whether this is good or ill, acknowledged or denied, does not change the reality of higher education's altered place in America today . . The pressures of an academic environment on the individual . . .professor . . . and the consequences of these pressures for the individual priorities is the general issue. How does the individual decide which pressures to ignore, which to resist, and which to respond to? In sum, how will the educator adapt and with what personal gain or loss? . . . How does the educator under stress align his personal and professional priorities?
>
> Benson R. Snyder, M.D.
>
> Psychiatrist-in-Chief
> Massachusetts Institute of Technology

Faculties Evaluative Instrument Form B was designed to obtain the opinions of South Dakota public and private faculty members on a variety of questions ranging from needed academic change to major social problems affecting South Dakota higher education. Figures V through VIII and Tables VII through XVI summarize the faculty response to these questions. A more detailed report of the faculty response to Form B can be found in Appendix B of this publication.

Most of the information presented in the following tables and figures is either self-explanatory or a matter of interpretation and further study by institutions and governing bodies. The members of the Faculties Research Committee, however, would like to comment on a few significant major items in the data.

On the basis of data found in Figure VI, it would appear that there is a wide difference of opinion between public and private faculty members on the adequacy of higher education goals being well-served in South Dakota. It is also interesting to note the large percentage of both public and private faculty members who expressed "no comment" on the question (approximately 25% of the public faculty and approximately 38% of the private faculty). This high "no comment" percentage taken together with the fact that approximately one-third of the faculty in South Dakota did not answer Form B at all again raises the question of "why?". The Faculties Research Committee, as stated earlier, does not have an answer, but suggests that this question should be the concern of public and private faculties, administrations, and governing bodies alike. It is precisely this type of unanswered statistic which prompted Professor J. H. Wilson to cast the following statement on the professional faculty member:

> All too many teachers are only titular members of the university faculty or even of the college in which their department is budgeted. With rare and notable exceptions, the teacher is a member of an entrenched department or bureau, a small enclave in a foreign land, a high-walled cell without windows. Appointed to membership on a university committee, he is likely to emerge from his cell resentfully, blinking in the campus sunshine. What goes on in other departments, he argues, is none of his business; and what goes on in his department is nobody else's business. He rarely sees the members of other enclaves, and when he does–as at lunch one day at the faculty club–the technical jargon which he commonly talks is so obscure that he cannot communicate. Every department is a semi-autonomous republic, with its own laws and its own language; and a university is now a league of nations lacking instantaneous translators. [5]

The members of the Faculties Research Committee do not suggest that this quotation is the present situation in South Dakota public and private colleges and universities.

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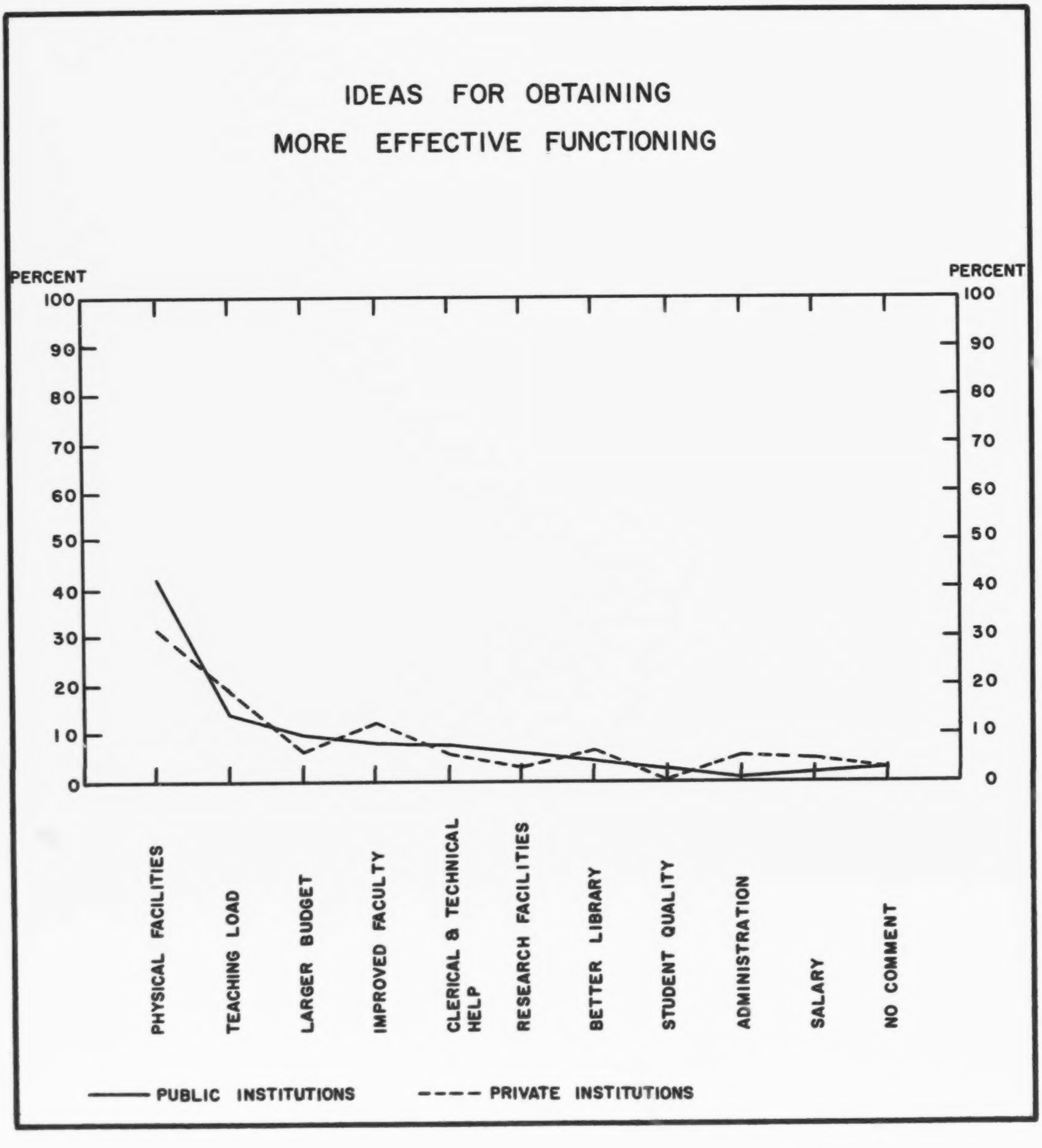
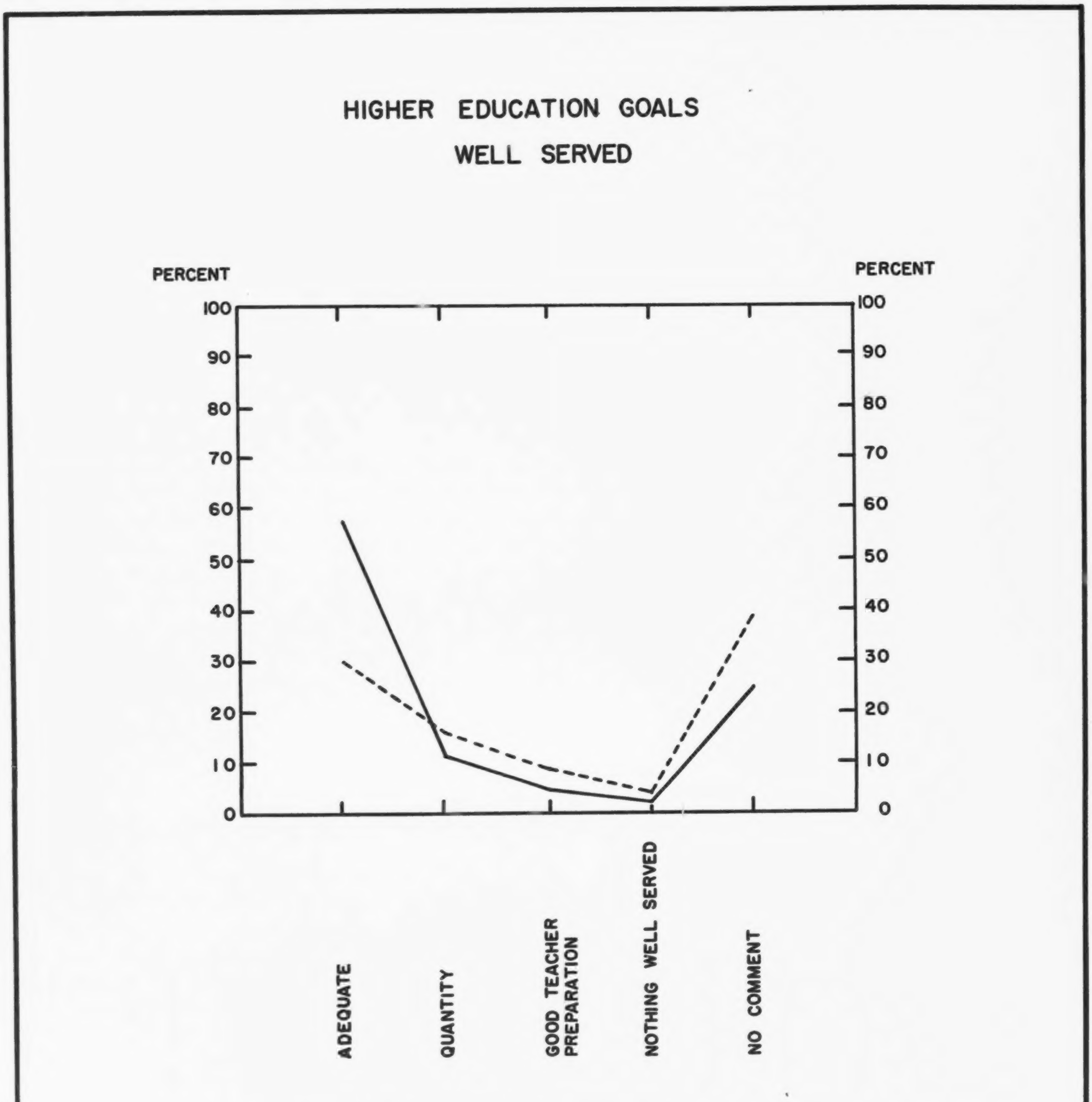
[5] J. H. Wilson, ***Journal of Higher Education***, V. 31, (May, 1960), pp. 237-243.

Figure V



IDEAS FOR OBTAINING MORE EFFECTIVE FUNCTIONING

Figure VI



HIGHER EDUCATION GOALS
WELL SERVED

Figure VII

HIGHER EDUCATION GOALS

NOT WELL SERVED

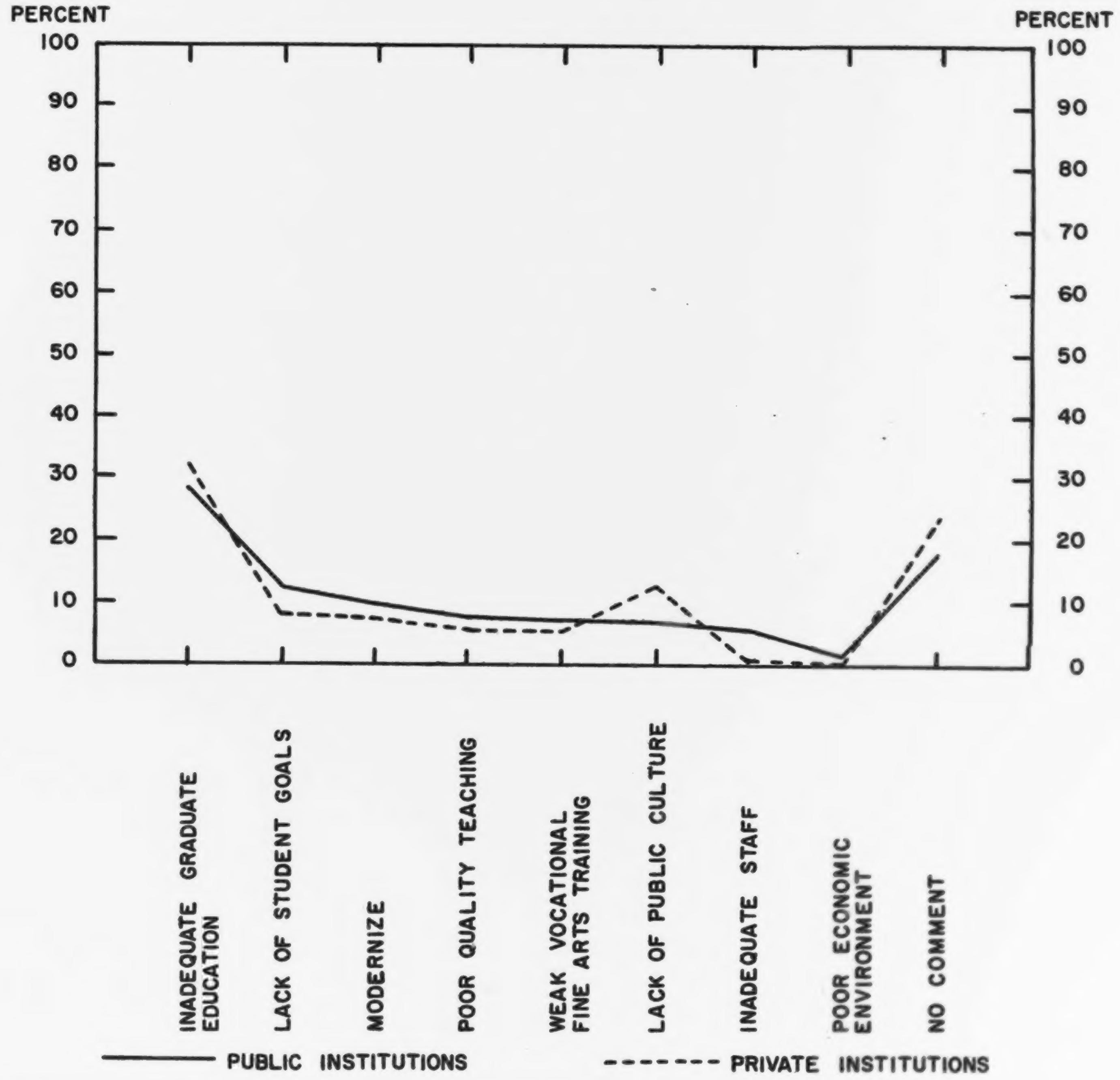


Figure VIII

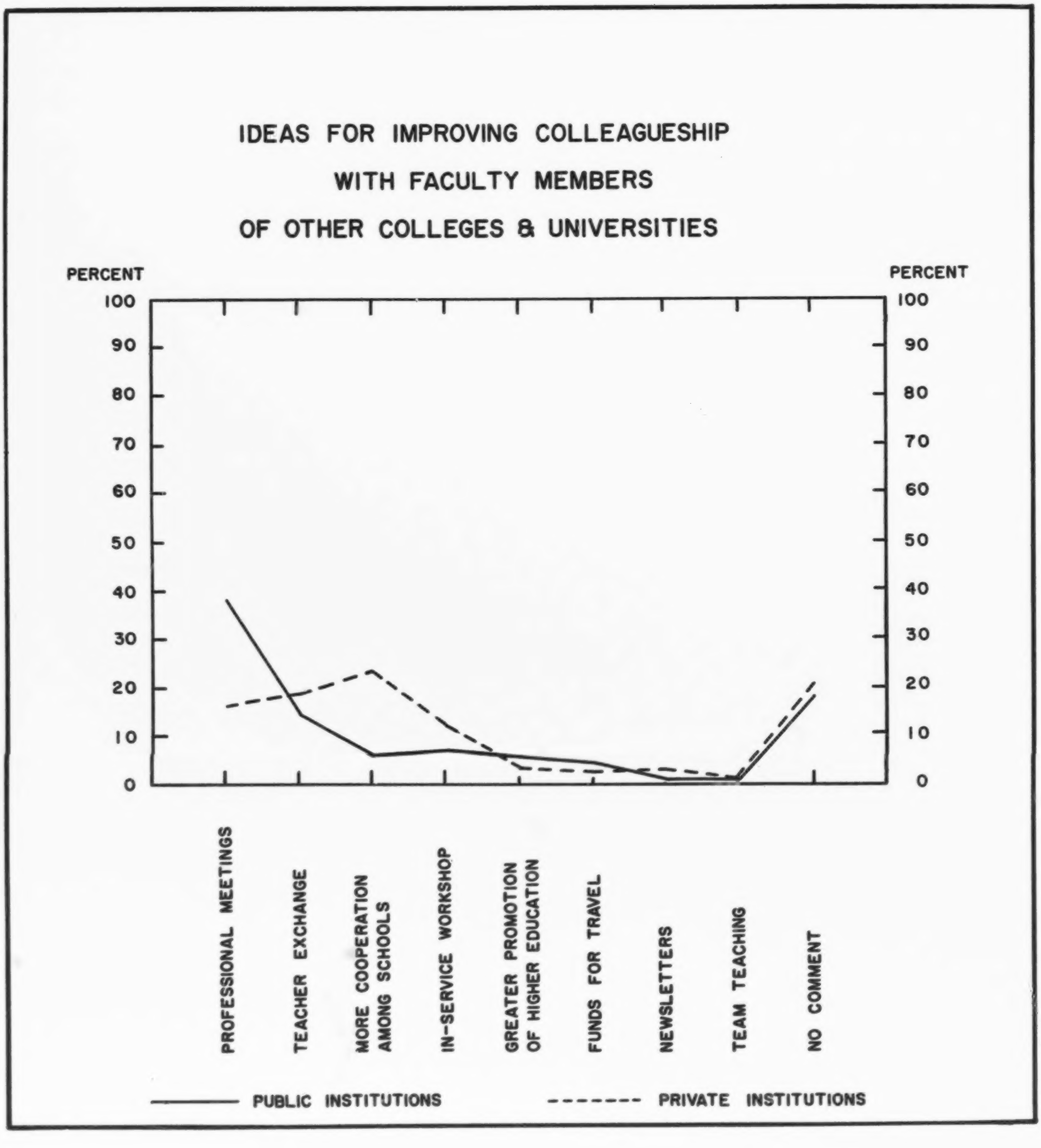

IDEAS FOR IMPROVING COLLEAGUESHIP
WITH FACULTY MEMBERS
OF OTHER COLLEGES & UNIVERSITIES
PERCENT
100
90
80
70
60
50
40
30
20
10
0
PERCENT
100
90
80
70
60
50
40
30
20
10
0
PROFESSIONAL MEETINGS
TEACHER EXCHANGE
MORE COOPERATION AMONG SCHOOLS
IN-SERVICE WORKSHOP
GREATER PROMOTION OF HIGHER EDUCATION
FUNDS FOR TRAVEL
NEWSLETTERS
TEAM TEACHING
NO COMMENT
PUBLIC INSTITUTIONS
PRIVATE INSTITUTIONS

Table VII presents information on the opinions of South Dakota faculty members on faculty voice in governance. Apparently the private faculty members feel that they have a greater voice in governance of their institutions than the public faculty members. In both cases, however, a relatively large percentage of the public and private faculties appear to be satisfied with the present methods of faculty participation in academic decision making. Table VII further shows that 32% of the public faculty members and the 25% of the private faculty members responded with either a "no", "undecided," or "no comment" to the question. Nationally, there is a trend in giving faculties the responsibilities of greater participation in institutional governance.

Table VII

ITEM 2–FACULTY VOICE IN GOVERNANCE

	Public	**Private**
Yes	68%	75%
No	23%	18%
Undecided	4%	4%
No Comment	5%	3%

Table VIII

ITEM 5 – INNOVATIONS

	Public	**Private**
Programmed Instruction	19%	–
Curriculum Change	9%	3%
Utilization	9%	32%
Team Teaching	8%	8%
Undergraduate Research	4%	4%
Individual Student Advisement	3%	13%
Only One State University	–	7%
Graduate Student Involvement	–	7%
4-1-4 Calendar	–	5%
More Specialized Areas	5%	–
Less Control of State Funds	4%	–
Statewide Curriculum	3%	–
Grading, Pass/Fair System	3%	–
More Adult Education	3%	–
No Comment	27%	20%

Table IX

ITEM 6–SINGLE MOST IMPORTANT GENERAL AND/OR EDUCATION PROBLEM OF SOUTH DAKOTA

	PUBLIC	**PRIVATE**
Industrial Development and Professional Support	44%	31%
Public Apathy toward Education	18%	15%
Too many Tax Supported Colleges	8%	12%
Competitive Salary	8%	5%
Migration of College Graduates from South Dakota	6%	6%
Better Administration	5%	5%
College Inter-Cooperation	4%	1%
Competitive Training Program	2%	–
Poorly Prepared High School Graduates	–	6%
Re-organization K-12	–	4%
Poor Technical and Vocational Education	–	1%
No Comment	5%	14%

Table X presents data on the public and private faculties' opinions on the adequacy of fringe benefits at their institutions. The data clearly indicates that the public faculties are not satisfied with the present fringe benefits provided by the state, the private faculties are more satisfied with their fringe benefit programs. National comparisons of both public and private fringe benefits in South Dakota would warrant further study of South Dakota public and private fringe benefits for faculty members.

Table X

ITEM 7–ADEQUACY OF FRINGE BENEFITS

	PUBLIC	PRIVATE
Adequate	1%	55%
Inadequate	37%	5%
Retirement and Sick Leave	23%	10%
Health Plan	16%	7%
Free Tuition for Family	10%	2%
TIAA	4%	–
More Sick Leave with Pay	2%	5%
Income Life Insurance	1%	4%
Paid Loans for Research	1%	–
Travel Funds	1%	5%
No Comment	4%	7%

Table XI

ITEM 8 – EXTRA COMPENSATION FOR EXTENSION, ET. AL.

	PUBLIC	PRIVATE
Yes	82%	76%
No	10%	9%
Undecided	2%	1%
No Comment	6%	13%

Table XII

ITEM 9–FACULTY RECRUITMENT OF STUDENTS

	PUBLIC	PRIVATE
Yes	52%	47%
No	13%	31%
Some	30%	17%
No Comment	4%	2%

Table XIII presents information on academic freedom existent in South Dakota institutions of higher education in the opinions of public and private faculty members. Apparently 85% of the public and 91% of the private faculties feel that there is academic freedom in South Dakota higher education. This high percentage is another healthy indicator for academic quality.

Table XV provides information from public and private faculty members at South Dakota institutions of higher education on reasons for leaving present educational positions. It is interesting to note that 48% of the public and 23% of the private faculty members cite salary and fringe benefits as their reasons if they were to leave present positions. In the case of the public faculties, salary (33%) and fringe benefits (15%) are the first and second major factors. However, the private faculty members listed program advancement as their first reason for leaving (30%) followed by no comment (23%), and salary (21%). On the basis of this information, the private faculty members are apparently less concerned than the public faculty members with salary and fringe benefits as reasons for leaving their institutions.

Table XIII

ITEM 10–ACADEMIC FREEDOM

	PUBLIC	PRIVATE
Yes	85%	91%
No	9%	3%
No Comment	6%	5%

Table XIV

ITEM 11–PLANNING TO LEAVE

	PUBLIC	PRIVATE
Yes	8%	8%
No	75%	71%
Undecided	17%	18%
No Comment	1%	2%

Table XV

ITEM 12–REASONS FOR LEAVING

	PUBLIC	PRIVATE
Salary	33%	21%
Fringe Benefits	15%	2%
Professional Advancement	11%	30%
Public Apathy	7%	1%
Poor Facilities	6%	1%
Teaching Load	6%	5%
Better Living Conditions	5%	4%
Poor Administration	4%	2%
Retire	1%	3%
More Teaching Time	1%	–
Family Reasons	–	3%
Non-Renewal of Contract	–	1%
No Comment	11%	23%

Table XVI

ITEMS 13 and 14--PLANS IF YOU WERE TO LEAVE
(Percentages)

	Professors		Associate Professors		Assistant Professors		Instructors		Other*		Summary**	
	Public	Private	Public	Private	Public	Private	Public	Private	Public	Private	Public	Private
Number of Responses:	203	40	121	45	291	52	53	55	21	16	689	206
Other South Dakota Higher Education	1%	12%	2%	7%	4%	4%	6%	13%	4%	0%	3%	8%
Another State Higher Education	67%	55%	64%	67%	63%	58%	47%	30%	48%	25%	63%	49%
Return to Public School Teaching	1%	0%	0%	0%	0%	0%	0%	1%	10%	6%	+ %	1%
Enroll in College	0%	0%	0%	2%	5%	0%	15%	22%	10%	31%	3%	9%
Enter Business or Industry	8%	0%	12%	8%	11%	5%	11%	6%	20%	12%	11%	6%
Retire and Engage in Research	10%	22%	7%	0%	1%	8%	7%	5%	4%	6%	5%	8%
Undecided	10%	10%	12%	15%	14%	25%	7%	17%	4%	19%	12%	17%
Other	3%	0%	3%	0%	1%	0%	6%	5%	0%	0%	2%	1%

*No Institutional Rank (Lecturer, Visiting Professor, Retired or Emeritus Status, Administrator)

**Totals without regard to rank

+Less than .5%

The Faculty Member As a Professional

> The prestige of the teacher is peculiarly a part of his effectiveness, for his persuasiveness as a teacher and his authority as a scholar depend upon the respect of his students and of the community. The needs of the teacher reflect not only his humanity; they are professional as well. Unless professors can live graciously – unless they have generous leisure and the means to enjoy it productively, unless they are respected in their classrooms and in the community, they cannot do their job. They need not have wealth, but they cannot overcome the American disdain for poverty.
>
> John S. Diekhoff
>
> Director, Office of
> Institutional Research
> Hunter College

The term "professional" denotes far more than just pay and prestige. In its true connotation, it encompasses all of the areas of this report as they relate to the quality of the higher education faculty. The purpose of this section, however, is to present research on the financial and related items that affect the faculty member as a professional.

The comments made on Tables X and XV in the previous section indicated the individual faculty member's concern with his personal financial lot. Table XVII shows the concern of the higher education administration in obtaining new faculty members. Administrators at all seven of the public institutions of higher education listed "salaries not competitive" as their major problem in obtaining new faculty. The public administrators cited "fringe benefits are not competitive" as their second greatest problem in hiring new faculty. Of the eight private colleges and universities in South Dakota, 5 institutions listed salary considerations and 3 institutions cited fringe benefits as paramount problems in obtaining new faculty members. Again, as was the case with the opinions of the individual faculty members, the public institutions are apparently more concerned with salaries and fringe benefits than the private institutions.

Table XVII

ITEM 4--PROBLEMS IN OBTAINING NEW FACULTY MEMBERS FROM VIEWPOINT OF ADMINISTRATORS *

	Public	Private	Total
Salaries not Competitive	7	5	12
Fringe Benefits not Competitive	7	3	10
Location of Institution	4	4	8
Teaching Load	4	1	5
Lack of Research Opportunities	2	3	5
Poor Facilities	4	0	4
Inability to Pay Moving Expenses	4	0	4
High Cost of Living	0	3	4
Inability to Provide Travel Pay for Interviews	3	0	3
Library	3	0	3
Inadequate Office Space	2	0	2
Inadequate Housing in Community	1	1	2
Image of South Dakota	2	0	2
Shortage of Quality Teachers	1	0	1
Out-of-State Competition	1	0	1
College Name Unattractive	1	0	1

*Response represents the number of institutions indicating an item as a problem. There are a total of 15 public and private higher education institutions in South Dakota; 7 public and 8 private.

Table XVIII

ITEM 21--REASONS FOR ACCEPTING EMPLOYMENT AT THIS INSTITUTION

			Public	Private
Size			14%	17%
Location			13%	14%
Salary			9%	7%
Family Considerations			8%	8%
Reputation of Institution			8%	8%
Teaching Load			8%	6%
Facilities			7%	8%
Rank			7%	5%
Reputation of Department			7%	7%
Research Opportunities			4%	--
Cost of Living			4%	2%
Staff Benefits			3%	5%
Other:	Pub.	Pri.	8%	13%
Personal Health	2%	1%		
Policy Toward outside work	1%	3%		
Library	1%	3%		
Paid Moving Expen.	1%	3%		
Other	3%	3%		

Table XIX

ITEM 22--REASONS FOR STAYING IN SOUTH DAKOTA
(Percentage)

Public		
Family Considerations		20%
Location of Institution		11%
Size of Institution		10%
Reputation of Department		9%
Reputation of Institution		8%
Research Opportunities		8%
Salary		6%
Teaching Load		6%
Facilities		4%
Other:		20%
Rank	3%	
Cost of living	3%	
Personal	2%	
Policy	1%	
Library	1%	
Staff Benefits	1%	
Other	9%	

Private		
Family Considerations		18%
Location		16%
Size		10%
Reputation of Department		10%
Reputation of Institution		10%
Facilities		5%
Rank		4%
Staff Benefits		4%
Cost of Living		4%
Other:		19%
Teaching Load	3%	
Research	2%	
Personal Health	2%	
Policy	1%	
Salary	1%	
Library	+%	
Other	10%	

Table XX

ITEM 23--SINGLE MOST IMPORTANT REASON FOR ACCEPTING EMPLOYMENT AT PRESENT INSTITUTION
(Percentage)

Public		
Location		24%
Family Consideration		15%
Salary		8%
Reputation of Department		7%
Research		7%
Reputation of Institution		5%
Other:		33%
Size	3%	
Rank	2%	
Facilities	1%	
Personal Health	1%	
Teaching Load	1%	
Policy	+%	
Library	+%	
Cost of Living	+%	
Staff Benefits	+%	
Other	25%	

Private		
Family Consideration		15%
Reputation of Institution		15%
Location		13%
Size		5%
Reputation of Department		4%
Other:		47%
Rank	3%	
Salary	3%	
Facilities	1%	
Personal Health	1%	
Staff Benefits	1%	
Teaching Load	1%	
Library	+%	
Policy Outside	0%	
Research	0%	
Cost of Living	0%	
Other	37%	

Table XXI presents gross annual salaries of full-time faculty members for FY-1969 - 9-10 month appointments. Table XXII presents gross annual salaries of full-time faculty members for FY 1969- month appointments. The General Consultant's Report in the following section presents some interesting national comparisons to South Dakota public and private college and university faculty salaries. In comparing public and private faculty salaries in South Dakota, it is clear that the public institutions generally pay their faculties more than the private institutions in gross salary. But previous tables have demonstrated that public faculty members and administrators are apparently more concerned with their present salary levels than private counterparts. Why? Is this a dichotomy? Perhaps the answer lies in the fact that private faculty members and administrators appear to be more satisfied with their fringe benefits than faculty at the public institutions. The answer may also be found in the basic differences between public and private institutions of higher education.

ANNUAL SALARIES OF FULL-TIME FACULTY, 9-10 MONTHS BASIS
INSTITUTIONS OF HIGHER EDUCATION
SOUTH DAKOTA, 1968-69

Table XXI

	Range of Number of Ranked Faculty			Range of Highest Ranked Salaries			Range of Lowest Ranked Salaries		
	High Number	Low Number	Median Number	High Salary	Low Salary	Median Salary	High Salary	Low Salary	Median Salary
Public Institutions									
Professors	57	5	19	$16,600	$11,360	$12,500	$10,750	$ 9,400	$10,200
Associate Professors	28	6	23	14,400	10,304	11,150	9,500	8,000	8,700
Assistant Professors	79	15	38	13,200	8,874	10,500	7,500	6,480	7,200
Instructors	49	14	28	10,278	6,984	8,000	6,250	4,700	5,400
Other	10	*	*	10,100	*	*	9,000	*	*
Private Institutions									
Professors	20	0	6	**$13,395	$ 9,850	$10,323	$11,500	$ 8,360	$ 9,550
Associate Professors	27	0	6	** 11,850	9,340	9,920	9,504	7,500	8,488
Assistant Professors	47	0	13	*** 10,554	5,475	9,500	8,004	4,875	7,100
Instructors	25	7	14	9,714	5,195	8,100	7,787	4,400	6,400
Other	4	*	*	6,500	*	*	6,100	*	*

*Figure has not been calculated because a majority of institutions reported non-applicable for this category.

**Range based on reports from six institutions.

***Range based on reports from seven institutions.

ANNUAL SALARIES OF FULL-TIME FACULTY, 11-12 MONTHS BASIS
INSTITUTIONS OF HIGHER EDUCATION
SOUTH DAKOTA, 1968-69

Table XXII

	Range of Number of Ranked Faculty			Range of Highest Ranked Salaries			Range of Lowest Ranked Salaries		
	High Number	Low Number	Median Number	High Salary	Low Salary	Median Salary	High Salary	Low Salary	Median Salary
Public Institutions									
Professors	82	0	*	**$23,500	$19,800	*	$12,200	$10,600	*
Associate Professors	69	0	*	** 16,000	13,596	*	12,288	9,478	*
Assistant Professors	46	0	*	** 18,000	14,208	*	10,860	8,400	*
Instructors	25	0	*	** 16,000	9,300	*	8,000	6,700	*
Other	25	0	*	** 13,932	9,000	*	7,044	6,000	*
Private Institutions									
Professors	1	0	*	$ 6,800	0	*	0	0	*
Associate Professors	0	0	*	0	0	*	0	0	*
Assistant Professors	2	0	*	11,200	0	*	9,600	0	*
Instructors	0	0	*	0	0	*	0	0	*
Other	0	0	*	0	0	*	0	0	*

*Figure has not been calculated because a majority of institutions reported non-applicable for this category.

**Ranges based on reports from three institutions.

It is encouraging to note that in recent years there has been a reversal of the long-range trend of a relative decline in academic salaries. This fact has been well documented by Roger A. Freeman of the Institute for Social Science Research:

> . . .Professors are now improving their economic position vis a-vis most other groups each year – while the student-faculty ratio is rising. The Ford Foundation's College Grant Program played an important role in priming the pump. From its earlier studies the Foundation concluded: 'It was equally clear that the principal impediment to college teaching as a career was chronically low financial reward. Higher education could win a larger share of the nation's best talent only by adjusting its salaries to a more competitive position in the nation's professional market place.' The Foundation's decision in 1955 to distribute $260 million among all 630 private, accredited four-year colleges and universities for salary increases stimulated action throughout the country. In the succeeding eight years college salaries increased more than twice as fast as the average annual earnings of the employees of all private industries or personal income per household . . . .
>
> . . .On a decennial basis, college teachers' salaries have been climbing at a rate of 47 per cent in dollars of constant purchasing power, which compares very favorably with the simultaneous growth of wages in private industries of 22 per cent and in government of 30 per cent. Even public school teachers' salaries are improving only at the decennial rate of 40 per cent. Full-time college teachers in continuing service did even better: their salaries have been rising at an annual average of 6.5 per cent for the past nine years, which corresponds to a decennial rate of 87 per cent and, when expressed in constant dollars, of 63 per cent. In the academic year 1963/64, 40 per cent of the full professors were paid more than $12,000 for nine months of service, and over 10 per cent $16,000 or more.[1]

It is all well and good that the national median and average salaries of American college and university professors are continuing to increase. Certainly college and university faculty members in South Dakota have been a part of this gradual increase in salaries. The question must be asked, however, how much a part or how much of this increase have South Dakota faculty members received? Dr. Thurman White of the University of Oklahoma and General Consultant for the Faculties Research Committee, states in the following report of this publication: "South Dakota is significantly behind in its salary scale and the rest of the country is not going to wait for it to catch up. The remedy, if such there be, will be generated in the minds of able and skillful and determined leaders."

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[1] Roger A. Freeman, ***Crisis in College Finance***, (Washington,D.C.: The Institute for Social Science Research, 1965), pp. 68-69.

GENERAL CONSULTANT REPORT

GENERAL COMMENTS

Dr. Thurman White
Vice President for University Projects
University of Oklahoma
Norman, Oklahoma

The Faculties Research Committee has been the key to the collection of faculty data for the Statewide Comprehensive Plan of Higher Education in South Dakota. The participation of the Committee was thought to be critical at the launching of the Plan and the unfolding of the effort has completely proved the wisdom of the thought. The Committee has demonstrated its interest and willingness to contibute at every critical juncture. It has moved in a workmanlike manner: discharged its duties faithfully; designed and re-designed its research instrument with great insight and sympathy; met often and always in a climate of harmonious candor; maintained its momentum throughout and including the final reporting; and performed with exemplary intellectual integrity regardless of institutional affiliation. My esteem and admiration for the Committee Chairman and members is complete and unreserved. The people of South Dakota have been exceptionally well served—a conclusion and encomium which has only occasionally been offered during thirty years of working with faculty committees ranging from excellent to indifferent to inimical.

ANALYSIS OF FACULTY DATA

1. *The Report of the Committee*

The purpose of the Faculties Research Committee was to collect and report information about the faculty who serve in the South Dakota institutions of higher education. The purpose is served factually, including an analysis of the facts. It is not served by interpretation, inference, or implication. What action, if any, may follow the findings remains for the deliberation and decision of other responsible parties. Action should be facilitated by the facts presented and undoubtedly will be to the extent which the facts are relevant to the problems of higher education in South Dakota.

Here are a few questions which may be addressed to the data by those concerned:

1) Should more women be teaching in South Dakota colleges and universities?
2) Do the faculties of South Dakota need more young people? old people? prime-of-lifers?
3) Is the faculty community a haven for people with unusual marital backgrounds?
4) Is tenure the rule or exception?
5) Is there a disproportionate distribution of professors to assistant professors?
6) Are South Dakota faculties predominantly populated by all-but-thesis professors?
7) How prevalent is the practice of hiring South Dakota graduates for faculty positions?
8) How provincial is the professional life of the South Dakota faculty member?
9) What are some of the best reasons for people to join a South Dakota faculty?
10) What are some of the most serious drawbacks to faculty recruitment?
11) What are the strong attractions for staying on a South Dakota faculty?
12) What seems to drive faculty members out of South Dakota?
13) How well have faculty members been supplied with what they need for a quality job of teaching, research, and service?
14) Have faculty members been extensively diverted to disciplines outside of their major preparations?
15) Does the academic and non-academic anodynes (e.g. - committees, clubs, special events, tickets, chaperonage) keep the professor from scholarly pursuits (e.g. - two hours study for one hour of teaching)?
16) Is the teaching load, i.e. hours and class size, fairly similar throughout the state?
17) Does South Dakota really have a problem with faculty salaries?
18) Are fringe benefits big enough to make a difference in the lives of faculty members?
19) Do professors give a hoot about anybody but themselves, such as perhaps the people of

South Dakota?

20) Are there extraordinary advantages to the teacher in either the public or private institutions in South Dakota?

All of the above questions are quite within the parameters of the data assembled through the efforts of the Faculties Research Committee. In addition, a person of mild interest may look at the Committee report and quickly discover that the analysis lends itself to help on a great many other questions.

In looking to the data for answers to the great variety of questions which are pertinent, a word of caution is appropriate. Hard-nosed social scientists may and can spot the weakness of a self-selecting sample. After all, they may say, the facts come from two-thirds of the faculty involved. The two-thirds volunteered themselves and they are therefore not necessarily representative of the one-third who did not respond. Consequently, the true state of affairs as seen by the total faculties may not be presumed. The argument is unanswerable. But it is specious, to be generous, and it is noxious, to be candid. Granted that a social scientist might require a forced sample for a normative statement as he might see the comparative problem, it is or should be absurd to him that the data cannot be generalized to the kind of faculty members who responded to the questionnaire. The people who responded were interested, they were concerned, they cooperated. If the sample left out those not interested, not concerned, and non-cooperative types, there surely must remain the question of the usefulness of those left-out responses for the desirable future of higher education in South Dakota. But it is also a valid scientific inquiry to question the characteristics of the people who did not respond. Is there some reason to suspect that they were different or biased when compared to the respondents? Let us be perfectly clear. No such information, either informally or officially has come to the staff. The hard truth seems to me in two parts: 1) the faculty members who responded have told the story for those who count, 2) anyone who deliberately withheld a different opinion is tyring to sand bag the system. The business of trying to sand bag the system is obviously open to question. Someone may have an idea that is not covered by the system of inquiry. Then let him be heard. The system was designed for an expression of every bias. If it did not elicit a bias because it was not forced, one can only conclude that a generalization to the majority of the faculty who did respond is in the interest of the majority of the faculty.

To a certain extent the argument may be academic. The deviation of the respondents from the total population of faculties can probably be determined for some characteristics and then extrapolated to other deviations for other characteristics. For example it seems likely that some of the information solicited on the questionnaire is available from institutional or system sources for all faculty members. Such information might include any or all of these: age, sex, marital status, date of initial employment, information on highest degree, rank, and tenure status. If such a test is made of the sample, my hunch is that you will find the younger faculty over-represented—and also women, and non-tenured, and faculty members without doctorates.

2. *Suggested inquiries.*

Almost anyone looking at the data on faculties is sure to have questions. If the examiner is quite familiar with the State, he will recognize sensitive areas and thus be able to exercise a becoming discretion in the choice of questions he may wish to raise publicly. If the examiner is a stranger to the State, he may not be as discreet but he may thereby make some contribution which would otherwise be omitted. So with apologies in advance to all who may be sensitive in a few particulars, the following questions are raised. They derive from the data entirely; they are asked only to invite consideration; they reflect only one uninformed examiner's curiosity.

a) Form A (compare page 3 to page 5) – Why is the average year of employment so low when the percentage of professors are so high? Have promotions been rapid? Every three years, perhaps. Or, have there been special efforts to recruit at the top level?

b) Form A (compare page 4 to page 5) – Does the relatively high number of faculty members who have done no further work since their last degree reflect a need for some institutional encouragement to people with bachelor's or master's?

c) Form A (compare pages 7 & 8 to page 11) – Does the relatively high number of faculty members with their highest degree from the employing institution reflect a growth control by large and strong departments? If the present distribution of majors represented in the faculties is maintained during the nineteen seventies, even while adding new faculty, will it match the economic social, political, and cultural needs of the State as it develops and changes? Or does the forecast of State growth and development require a different distribution?

d) Form A (page 11, 12, and 13) – Does the inbreeding reflected in Items 12, 13, and 14, present any special problems?

e) Form A (page 14) – Why do so few respondents have tenure? Is tenure so precious? Or why did people with tenure simply ignore this questionnaire? Or is retention a real problem?

f) Form A (page 15) – With so many professors in South Dakota, do the associate and assistant professors find it difficult to move up without moving out? Or does it mean that promotions to professors are fairly easy to come by?

g) Form A (compare page 16 to page 17) – Does the heavy administrative load reported in Items 18 and 19 indicate the need for some special analysis of the activities by people who have no administrative responsibility? One is reminded of a statement by Herge[1] and the potential usefulness of such a description for South Dakota:

> "College teachers set the standards, prepare courses and lectures, advise students, and evaluate their efforts. In addition, the teacher is expected to be available to students who wish a personal conference.
>
> "The actual number of hours spent in front of a class may vary from the full professor's six to eight hours weekly to as many as twenty for an instructor. The full professor is usually engaged in research in his remaining time. Administrators are becoming aware that the heavy schedules assigned to instructors can be self-defeating; neophytes, needing more hours of preparation for each hour of class than experienced teachers, are apt to be underprepared. Dissatisfaction with their performance may discourage, even demoralize, beginners. Unfortunately, time needed for preparation and teaching may preclude their participating in other valuable campus or professional activities, or may prevent completion of their graduate studies.
>
> "The average number of classroom hours assigned undergraduate college teachers is about twelve to fifteen weekly. To the minimum twelve, add another twenty-four for preparation (most college teachers expect two hours preparation for each class hour of their students and usually exceed this themselves); three hours of student conferences (a mere half-dozen students can utilize this); three hours for evaluating students' written work (thirty student essays, each of about a thousand words); plus a single two-hour meeting of a professional group. The college teacher, according to this distribution of time, puts [illegible] a minimum forty-four hour week. Studies of the actual weekly work load of university faculty members indicate that the average teacher puts in, not just this minimum forty-four hour week, but one greater by 25 per cent or more.
>
> "Of the additional responsibilities of college teachers, probably the most pressing is the requirement, common to most four-year institutions, that they pursue some form of research related to their disciplines, and publish the results. It is very nearly impossible to compute the time that is necessary for creativity, but one may be entirely sure that the college teacher must have leisure time in which to think. All highly creative individuals need time – time to dream, to ponder, to explore, and to

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[1] Herge, Henry C. ***The College Teacher.*** The Library of Education, 1965, The Center for Applied Research in Education, Inc., New York.

verify the answer to a problem when its solution seems near, and to test the solution when it emerges.

"Countless details consume more time: attendance reports, student records, participation in pre-term registration, chaperoning student social affairs, sponsoring student organizations, responding to research questionnaires, reading and replying to letters from professional organizations, civic groups, parents, salesmen, colleagues, and former students – these do not nearly complete the list.

"The college teacher is expected also to participate in intra-institutional and interdepartment committee activities, ad infinitum. The American tendency to relegate all major problems to committees extends to academic life. Inevitably a teacher must expect to serve on one or more each semester.

"Another activity for college teachers is student counseling, in lieu of, or in conjunction with, the college guidance staff.

"The college teacher is often asked to address a community group. The rewards vary: the cost is counted in time, since only the most intrepid or experienced dare extemporize.

"College teachers also function as educational consultants (to a local committee on secondary school curriculum, for example), as school trustees, and school board members.

"Notwithstanding all these demands upon his time, the teacher is expected to be well read, conversant with current issues in the non-academic world, reasonably gregarious, active in public school and civic affairs – and the head of a model American family."

h) Form A (compare page 19 to page 23) – Do we have a problem with the reliability of the questionnaire? For Item 21, respondents were asked to check all applicable reasons for acceptance of employment; for Item 23, respondents were asked to circle the single most important reason. For Item 21, 132 people checked "Family Considerations"; for Item 23, 142 people circled "Family Considerations". Obviously the instructions were not followed – or there has been an error in tabulation. Similar discrepancies, though not so glaring, may be noted between the two Items.*

i) Form A (Items 21, 22, 23 – Compare to Form B, Item 1, 12, and to Form D - Item 4)

a) *Puzzle:* Most new faculty members are not recruited to South Dakota by higher education facilities, neither do they stay because of the excellence of the facilities; nor do they want to leave because the facilities are poor; and only four institutions feel they have poor facilities. BUT. Improved facilities lead all the items listed by the faculty as requirements for more effective functioning. As a matter of fact, on this point there is greater faculty unanimity than in any other matter – even greater unanimity than on Form B, Item 10–Freedom to teach and on Form B, Item 8–Extra compensation for extension. Does this mean that effective functioning is less important to faculties and administrations than other things, e.g., family consideration, location and size of the institution, teaching load, salaries, fringe benefits? How close have the respondents come to saying that doing a good job is the least of their worries? And if that is what they have said, do they really mean it? And if they do, what is to be said about the living and working conditions in South Dakota institutions? Is it possible that the physical, financial, and professional conditions have become the problems of professors–and such pressing problems that they must be solved in some small or large way every day before the problems of masterful teaching can be approached?

b) *Puzzle:* Most new faculty members are not recruited to South Dakota by the salary scale and fringe benefits, neither do they stay because of the salary scale and fringe benefits. BUT. They will leave because they are not satisfied with either the salary or the fringe benefit, or both. AND. The institutions speak a clear awareness that they face disaster in the competition for new faculty members because of inadequate salaries and fringe benefits. They may be right.

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*Editor's comment: As suggested by the General Consultant, apparently some respondents may have misinterpreted the questions.

The 1968 edition of *Digest of Educational Statistics,* (U.S. Office of Education, page 82), gives the 1967-68 median nine-month salaries for four year colleges and universities as follows:

Professors	$14,713
Associate Professors	11,393
Assistant Professors	9,472
Instructors	7,458

The 1969 edition of *Projections of Educational Statistics to 1977-78,* (U.S. Office of Education, page 63), predicts a 25% increase in the demands for FTE instructional staff from 1968-69 (429,000) to 1977-78 (572,000). The same document (page 90) predicts a 39% increase in expenditures for general and educational purposes from 1968-69 (13.8 billion) to 1977-78 (22.4 billion). To put it quite bluntly: South Dakota is significantly behind in its salary scale and the rest of the country is not going to wait for it to catch up. The remedy, if such there be, will be generated in the minds of able and skillful and determined leaders. The problem is tough because there is no immediately apparent congruence of desire and resources. Some hard choices will be made:

1) Limit enrollment while increasing the salary budgets;

1) Limit enrollment while increasing the salary budgets;
2) Increase enrollments and add faculty and raise faculty salaries only in disciplines directly contributive to the economic development of the State;
3) Raise tuitions and fees;
4) Shift appropriations from various governmental functions to higher education;
5) Persuade individual philanthropy and corporate gift programs to give higher education preferential status;
6) Provide differential stipends to young people for enrollment in out-of-state institutions;
7) Declare a moratorium on new programs;
8) Withdraw support (public and private) to one or more existing institutions;
9) Reduce the allocations within institutions for physical plant, libraries, and other non-salary items;
10) Simply face the consequences of a comparatively low salary scale and do the best job possible with it;
11) Find a solution in all of the above and/or plus an ingenious scheme which now lies fallow in the mind of old or emerging leadership.

For a young person, the accident of birth and residence in South Dakota is a matter of pride. It is and should be seen as a better deal than the same accident of birth and residence experienced by other young people in other states and countries of the world. The only question is, can their parents, friends, and compatriots support them and give them a chance to become the men and women who will pass on to their children the better deal? For some of them, and an absolutely, though indirectly perhaps, sine qua non for all of them, higher education is a societal must. The crisis in South Dakota is not the fact of higher education; it is the quality of higher education. The quality is tied—inescapably—to the quality of professors. The quality of professors—like it or not—is tied to the money they are paid, plus their fringe benefits, plus their resources for intellectual development, and plus their freedom from worry about their family's bills every month. Question: Is it true that birth and residence in South Dakota is a handicap?

3. *Strength*

The questionnaire has revealed many facets of faculty desirables and while it is presumed imposition on the Committee analysis, some of them seem deserving of emphasis.

a) Teaching loads on the average for both graduate and undergraduate programs are well within the national norms. Indeed, the undergraduate average load is quite competitive. On the other hand, a very exceptional phenomenon seems to occur in the graduate program for school administration.

b) Public institutions in South Dakota are competitive in the matter of sabbatical leaves; fringe benefits for sick leave with pay are competitive in both public and private institutions.

c) Form B - page 2. The pride in undergraduate education reflected in Item 3 seems to be a very reassuring strength. However, should one's enthusiasm be somewhat tempered by the large number of faculty who also use Item 3 to indicate they think the graduate program is inadequate?

d) Form B B - Item 5. Faculty members are beginning to think about improved and innovative instruction and administration. Perhaps, with a bit of encouragement and incentive, the effort will spread to a rather large number of "no comment."

e) Form B - Item 6. Faculty members do live in a real world. An overwhelming number appreciate the need for more industrial development and economic growth in South Dakota.

f) Form B - Item 9. Faculty members do care about students–will even share in the recruitment chores!

APPENDIX A' FACULTY FORM A DATA

NUMBER OF FULL-TIME FACULTY ON CAMPUS
INSTITUTIONS OF HIGHER EDUCATION
SOUTH DAKOTA, 1968-69

Table 1

	Professors			Associate Professors			Assistant Professors			Instructors			Other**			Total
	M	W	T	M	W	T	M	W	T	M	W	T	M	W	T	
Public Institutions																
University of South Dakota	71	2	73	32	1	33	81	10	91	18	19	37	2	2	4	238
South Dakota State University	93	11	104	78	15	93	88	18	106	43	31	74	25	10	35	412
Northern State College	15	1	16	22	1	23	59	18	77	8	8	16	0	0	0	132
Southern State College	7	1	8	6	0	6	24	2	26	25	4	29	0	0	0	69
Black Hills State College	15	4	19	13	7	20	29	9	38	16	3	19	0	0	0	96
General Beadle State College	5	0	5	6	0	6	13	2	15	24	4	28	0	0	0	54
S. Dak. School of Mines & Technology	30	0	30	27	1	28	32	2	34	12	2	14	0	0	0	106
Sub-Total	236	19	255	184	25	209	326	61	387	146	71	217	27	12	39	1,107
Private Institutions																
Augustana College	18	1	19	23	3	26	35	16	51	15	9	24	0	0	0	120
Huron College	5	0	5	5	1	6	14	2	16	6	1	7	4	0	4	38
Sioux Falls College	7	0	7	13	1	14	8	6	14	8	3	10	0	0	0	45
Mount Marty College	0	3	3	0	6	6	2	7	9	12	11	23	0	4	4	45
Dakota Wesleyan University	6	1	7	4	2	6	8	2	10	9	2	11	0	0	0	34
Yankton College	8	2	10	5	0	5	12	3	15	11	3	14	0	0	0	44
Presentation College	0*	0	0	0	0	0	0	0	0	4	22	26	0	0	0	26
Freeman Junior College	1	0	1	0	0	0	2	1	3	10	4	14	0	0	0	18
Sub-Total	45	7	52	50	13	63	81	37	118	75	54	129	4	4	8	370
Total	281	26	307	234	38	272	407	98	505	221	125	346	31	16	47	1,477

*No academic rank policy. All Teaching Faculty are considered as Instructors.

**Lecturers, Assistant Instructors, Assistant In, NTF-National Teaching Fellows.

Table 1 Continued

Average Number of Dependents

	None	One	Two	Three	Four	Five	Six or Over	Average
Public Institutions								
University of South Dakota	25	33	30	46	34	20	7	2
South Dakota State University	38	25	41	51	44	23	16	3
Northern State College	27	24	18	24	17	12	4	2
Southern State College	10	8	3	7	2	4	7	2
Black Hills State College	9	3	9	10	6	8	1	2
General Beadle State College	5	4	6	7	2	4	1	2
S. Dak. School of Mines & Technology	12	17	8	13	18	10	6	3
Sub-Total	126	114	115	158	123	81	42	Weighted Ave. 2.6
Private Institutions								
Augustana College	16	11	3	18	10	15	3	2
Huron College	4	4	4	6	3	2	1	2
Sioux Falls College	9	3	2	10	3	2	0	2
Mount Marty College	23	5	2	3	1	0	0	1
Dakota Wesleyan University	5	0	4	3	4	3	1	3
Yankton College	6	12	7	10	5	2	0	2
Presentation College	15	0	0	0	1	1	0	1
Freeman Junior College	2	2	0	0	0	0	1	2
Sub-Total	80	37	22	50	27	25	6	Weighted Ave. 2.0
Total	206	151	137	208	150	106	48	Weighted Ave. 2.4

FACULTY PERSONNEL INFORMATION

Table 1 Continued

	Teaching Experience			
	Institution of Present Employment Average Years	Other So. Dak. Institutions Average Years	Non So. Dak. Institutions Average Years	Elementary or Secondary School Teaching or Administrative Exp. Average Years
Public Institutions				
University of South Dakota	8	7	5	7
South Dakota State University	9	6	4	6
Northern State College	7	5	7	8
Southern State College	4	5	6	7
Black Hills State College	7	7	8	9
General Beadle State College	3	5	5	7
S. Dak. School of Mines & Technology	9	5	7	5
*Public institutions weighted average	7.8	6.0	5.5	6.8
Private Institutions				
Augustana College	7	8	4	8
Huron College	5	2	6	6
Sioux Falls College	6	1	3	4
Mount Marty College	6	4	7	7
Dakota Wesleyan University	6	3	5	11
Yankton College	6	4	4	9
Presentation College	5	11	7	5
Freeman Junior College	8	0	4	11
*Public institutions weighted average	6.2	4.8	4.7	7.6
*Weighted average of all schools	7.4	5.7	5.3	7.0

*Are weighted by number of responses from each institution.

FACULTY PERSONNEL INFORMATION

Table 1 Continued

	Highest Degree Earned									
	Doctorate	Average Year Obtained	Educational Specialist	Average Year Obtained	Master's Degree	Average Year Obtained	Bachelor's Degree	Average Year Obtained	Other Professional Degree	Average Year Obtained
Public Institutions										
University of South Dakota	101	1957	1	1945	76	1956	33	1950	6	1959
South Dakota State University	116	1964	0		106	1954	36	1947	10	1956
Northern State College	33	1959	1	1952	86	1956	24	1952	5	1954
Southern State College	4	1962	1	1968	28	1961	8	1960	1	1959
Black Hills State College	17	1959	0		31	1957	3	1928	2	1959
General Beadle State College	11	1965	1	1960	20	1959	2	1955	1	1968
S. Dak. School of Mines & Technology	38	1957	0		38	1955	14	1944	3	1930
Sub-Total	320		4		385		120		28	
Private Institutions										
Augustana College	35	1959	0		49	1958	16	1949	6	1954
Huron College	6	1965	1	1965	17	1959	4	1949	1	1955
Sioux Falls College	8	1955	0		19	1961	1	1962	2	1965
Mount Marty College	7	1966	0		19	1962	12	1960	3	1957
Dakota Wesleyan University	3	1947	0		14	1958	5	1962	0	
Yankton College	6	1959	1	1964	31	1956	9	1952	3	1953
Presentation College	2	1964	1	1932	10	1961	6	1967	3	1939
Freeman Junior College	1	1962	0		4	1958	2	1956	0	
Sub-Total	~~66~~ 68		3		163		55		18	
Total	388		7		548		175		46	

FACULTY PERSONNEL INFORMATION

Table 1 Continued

	Work Since Last Degree						
	No.	Average Quarter Hours	Average Year Obtained	No.	Average Semester Hours	Average Year Obtained	None
Public Institutions							
University of South Dakota	14	48	1965	61	22	1960	96
South Dakota State University	22	30	1961	71	25	1963	121
Northern State College	18	32	1962	47	26	1963	61
Southern State College	4	16	1966	13	9	1965	18
Black Hills State College	0			15	35	1964	25
General Beadle State College	4	16	1961	18	18	1965	12
S. Dak. School of Mines & Technology	7	36	1957	27	25	1959	49
		Weighted Ave. 33			Weighted Ave. 24		
Sub-Total	69			252			382
Private Institutions							
Augustana College	8	27	1953	21	22	1966	43
Huron College	4	26	1962	11	29	1964	8
Sioux Falls College	8	13	1961	16	13	1962	8
Mount Marty College	2	12½	1966	17	16	1963	18
Dakota Wesleyan University	0	0		10	17	1964	9
Yankton College	1	20	1962	18	36	1962	21
Presentation College	0	0		8	10	1965	6
Freeman Junior College	0	0		4	12	1962	2
		Weighted Ave. 20			Weighted Ave. 21		
Sub-Total	23			105			115
Total	92			357			497

FACULTY PERSONNEL INFORMATION

Table 1 Continued

	Additional Activities					
	Business Activities	Professional Associates	Research	Consulting	Social Work (Teaching)	Writing-Publications
Public Institutions						
University of South Dakota	55	50	50	36	29	19
South Dakota State University	52	58	51	34	14	10
Northern State College	26	20	9	10	22	5
Southern State College	10	5	0	2	1	1
Black Hills State College	7	9	3	5	12	2
General Beadle State College	7	5	2	2	3	1
S. Dak. School of Mines & Technology	28	7	29	20	15	7
Sub-Total	185	154	144	109	96	45
Private Institutions						
Augustana College	9	7	16	14	26	3
Huron College	5	4	1	3	9	0
Sioux Falls College	3	6	6	3	8	1
Mount Marty College	6	5	0	5	11	1
Dakota Wesleyan University	2	1	3	2	7	0
Yankton College	9	4	6	6	10	1
Presentation College	3	5	3	0	5	0
Freeman Junior College	0	0	0	1	2	0
Sub-Total	37	32	35	34	78	6
Total	222	186	179	143	174	51

FACULTY PERSONNEL INFORMATION (Continued)

Table 1 Continued

	Additional Activities						
	Travel	Military	Conferences	Grants	Vocational Rehabilitation	Board of Regents	Other
Public Institutions							
University of South Dakota	17	17	15	5	2	0	1
South Dakota State University	20	16	25	3	0	0	0
Northern State College	11	15	5	0	1	0	0
Southern State College	0	5	4	0	1	0	0
Black Hills State College	2	3	4	0	0	0	0
General Beadle State College	1	3	4	0	0	0	0
S. Dak. School of Mines & Technology	12	9	9	1	0	0	0
Sub-Total	63	68	66	9	4	0	1
Private Institutions							
Augustana College	5	5	17	1	0	1	0
Huron College	0	0	4	0	0	0	0
Sioux Falls College	1	0	5	1	0	0	0
Mount Marty College	5	1	11	1	0	0	0
Dakota Wesleyan University	1	1	2	0	0	0	0
Yankton College	1	5	4	0	0	0	0
Presentation College	0	0	8	0	0	0	0
Freeman Junior College	0	0	1	0	0	0	0
Sub-Total	13	12	52	3	0	1	0
Total	76	80	118	12	4	1	1

INFORMATION ON DEGREES EARNED
MAJOR AT EACH DEGREE LEVEL
INSTITUTIONS OF HIGHER EDUCATION
SOUTH DAKOTA, 1968-69

Table 2

	Agriculture	Architecture	Biological Science	Business and Commerce	Education	Engineering	English and Journalism	Fine and Applied Arts	Foreign Language
Public Institutions									
Doctorate	*37	0	*57	*10	*66	*37	*14	*5	*4
Educational Specialist	0	0	0	0	*2	1	0	0	0
Masters	*14	*1	*15	*28	*72	*29	*40	*17	*10
	28	0	40	12	39	27	13	4	4
Bachelors	*7	1	*4	*6	*9	*4	*11	*7	*3
	44		58	29	52	47	49	15	11
Other Professional Degree	0	0	4	1	4	5	0	2	0
Sub-Total	130	2	178	86	244	150	127	50	32
Private Institutions									
Doctorate	0	0	*9	0	*15	0	*5	*1	*2
Educational Specialist	0	0	0	0	*1	0	0	0	0
Masters	0	0	*7	*9	*35	*2	*14	*5	*5
			6	1	10		3	1	2
Bachelors	*1	0	*3	*1	*5	1	*9	*1	5
	1		14	12	18		19	5	
Other Professional Degree	0	0	0	0	0	0	0	*1	0
Sub-Total	2	0	39	23	84	3	50	15	14
Total	132	2	217	109	328	153	177	65	46

*HDA - Highest major degree obtained in this field.

INFORMATION ON DEGREES EARNED
MAJOR AT EACH DEGREE LEVEL

Table 2 Continued

	Forestry	Geography	Health Professions	Home Economics	Law	Library Science	Linguistics	Math	Military Science
Public Institutions									
Doctorate	*1	0	*6	*1	*3	0	*3	*5	0
Educational Specialist	0	0	0	0	0	0	0	0	0
Masters	1	*3	*4	*8	*1	*8	*4	*33	0
			3	1	2	1	2	5	
Bachelors	1	1	*6	*1	*3	3	*1	*12	*1
			8	8	2		2	50	
Other Professional Degree	0	0	*5	0	3	0	0	1	0
	—	—	4	—	—	—	—	—	—
Sub-Total	3	4	36	19	14	12	12	106	1
Private Institutions									
Doctorate	0	*1	0	0	0	0	0	*3	0
Educational Specialist	0	0	0	0	0	0	0	1	0
Masters	0	0	*12	*1	*1	*5	*6	*7	0
								4	
Bachelors	0	0	*3	1	*1	*1	*2	*1	*1
			9			1	4	10	
Other Professional Degree	0	0	*1	0	0	0	1	0	1
	—	—	3	—	—	—	—	—	—
Sub-Total	0	1	28	2	2	7	13	26	2
Total	3	5	64	21	16	19	25	132	3

*HDA - Highest major degree obtained in this field.

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INFORMATION ON DEGREES EARNED
MAJOR AT EACH DEGREE LEVEL

Table 2 Continued

	Music	Philosophy	Physical Education	Psychology	Religion	Science	Social Science	Physical Science	Trade and Industry
Public Institutions									
Doctorate	*7	*1	*3	*16	*8	*11	*29	*37	*2
							1		
Educational Specialist	*1	0	*1	1	1	1	0	0	*1
	1								
Masters	*22	*1	*12	*10	*3	*11	*25	*15	*2
	8		3	11	8	6	22	24	2
Bachelors	*1	2	*1	15	*3	*1	*13	*5	*6
	30		15		9	22	58	48	4
Other Professional Degree	0	0	3	0	2	2	0	0	0
Sub-Total	70	4	38	53	34	54	148	129	17
Private Institutions									
Doctorate	*7	*5	*2	*2	*6	*1	*9	*5	0
Educational Specialist	1								
Educational Specialist	1	0	0	0	0	0	0	0	0
Masters	*11	*2	*8	*4	*3	*2	*14	*1	0
	9	3	1	3	3	1	5	3	
Bachelors	*2	*4	*2	*2	*5	4	*14	*5	0
	19	1	6	3	1		16	7	
Other Professional Degree	0	0	0	0	3	*1	1	0	0
	—	—	—	—	2	1	—	—	—
Sub-Total	50	15	19	14	23	10	59	21	0
Total	120	19	57	67	57	64	207	150	17

*HDA - Highest major degree obtained in this field.

INFORMATION ON DEGREES EARNED
MINOR AT EACH DEGREE LEVEL
INSTITUTIONS OF HIGHER EDUCATION
SOUTH DAKOTA, 1968-69

Table 3

	Agriculture	Architecture	Biological Science	Business and Commerce	Education	Engineering	English and Journalism	Fine and Applied Arts	Foreign Language
Public Institutions									
Doctorate	*15	*1	*55	*8	*37	*10	*16	*1	*7
Educational Specialist	0	0	0	0	*1	0	0	0	0
Masters	*11	*1	*20	*16	*62	*13	*20	*9	*7
	9		32	2	24	4	12		4
Bachelors	*5	1	*8	*5	*13	*2	*19	*4	*4
	14		43	14	36	14	31	9	19
Other Professional Degree	0	0	1	1	1	2	1	0	1
Sub-Total	54	3	159	46	174	45	99	23	42
Private Institutions									
Doctorate	0	0	*5	*1	*6	*1	*5	*1	*2
Educational Specialist	0	0	0	0	2	0	0	0	0
Masters	0	0	*4	*6	*25	0	*11	*1	*3
			4	1	2			1	1
Bachelors	*1	0	*4	*5	*15	0	*11	*1	*11
			6	3	11		11	3	5
Other Professional Degree	0	0	0	0	*1	0	0	*1	0
Sub-Total	1	0	23	16	62	1	38	8	22
Total	55	3	182	62	236	46	137	31	64

*HDA - Highest minor degree obtained in this field.

INFORMATION ON DEGREES EARNED
MINOR AT EACH DEGREE LEVEL

Table 3 Continued

	Forestry	Geography	Health Professions	Home Economics	Law	Library Science	Linguistics	Math	Military Science
Public Institutions									
Doctorate	0	*4	*3	0	*2	0	0	*32	0
Educational Specialist	0	0	*1	0	0	0	0	1	0
Masters	*1	*2	*8	*5	*1	*2	*1	*25	0
		5	2				3	26	
Bachelors	1	*2	*2	2	2	*3	*4	*17	*1
		3	2			1	4	54	1
Other Professional Degree	0	0	*1	0	0	0	0	0	0
	—	—	1	—	—	—	—	—	—
Sub-Total	2	16	20	7	5	6	12	155	2
Private Institutions									
Doctorate	0	0	*1	0	0	0	*2	1	0
Educational Specialist	0	0	0	0	0	0	0	0	0
Masters	0	0	*1	0	0	*2	*3	*2	0
			1				1	2	
Bachelors	0	0	*2	*1	0	*2	*3	*14	0
			3				2	6	
Other Professional Degree	0	0	2	0	0	0	0	0	0
Sub-Total	0	0	10	1	0	4	11	25	0
Total	2	16	30	8	5	10	23	180	2

*HDA - Highest minor degree obtained in this field.

INFORMATION ON DEGREES EARNED
MINOR AT EACH DEGREE LEVEL

Table 3 Continued

	Music	Philosophy	Physical Education	Psychology	Religion	Science	Social Science	Physical Science	Trade and Industry
Public Institutions									
Doctorate	*2	*4	0	*16	*3	*15	*29	*36	0
		1							
Educational Specialist	1	0	0	1	0	0	0	0	0
Masters	*9	*2	*10	*19	*3	*5	*28	*16	*3
	4	4	2	7	4	5	18	15	
Bachelors	*2	7	*5	*12	*4	*3	*38	*14	*2
	12		11	10	11	23	67	35	5
Other Professional Degree	0	0	0	*1	0	0	0	1	0
Sub-Total	30	18	28	66	25	51	180	117	10
Private Institutions									
Doctorate	*1	*4	0	*6	*1	*4	*9	*2	0
	1								
Educational Specialist	0	0	0	0	0	0	0	0	0
Masters	*4	*1	*3	*3	*4	*4	*20	*6	0
	3	1		4			2		
Bachelors	*3	*9	*1	*7	*1	*5	*13	*7	1
	5	1	2	3	1	6	16	5	
Other Professional Degree	0	0	0	0	1	0	0	0	0
Sub-Total	17	16	6	23	8	19	60	20	1
Total	47	34	34	89	33	70	240	137	11

*HDA - Highest minor degree obtained in this field.

INFORMATION ON DEGREES EARNED
DEGREE FROM INSTITUTION WHERE EMPLOYED
INSTITUTIONS OF HIGHER EDUCATION
SOUTH DAKOTA, 1968-69

Table 4

	Yes	No
Public Institutions		
University of South Dakota	49	136
South Dakota State University	82	156
Northern State College	37	93
Southern State College	15	20
Black Hills State College	11	34
General Beadle State College	1	33
S. Dak. School of Mines & Technology	12	71
Sub-Total	207	543
Private Institutions		
Augustana College	22	63
Huron College	3	21
Sioux Falls College	4	23
Mount Marty College	13	21
Dakota Wesleyan University	6	4
Yankton College	9	30
Presentation College	1	16
Freeman Junior College	0	5
Sub-Total	58	183
Total	265	726

INFORMATION ON DEGREES EARNED
MORE THAN ONE DEGREE FROM INSTITUTION WHERE EMPLOYED
INSTITUTIONS OF HIGHER EDUCATION
SOUTH DAKOTA, 1968-69

Table 5

	Yes	No
Public Institutions		
University of South Dakota	24	166
South Dakota State University	37	199
Northern State College	18	109
Southern State College	0	40
Black Hills State College	2	48
General Beadle State College	0	27
S. Dak. School of Mines & Technology	3	84
Sub-Total	84	673
Private Institutions		
Augustana College	0	78
Huron College	0	24
Sioux Falls College	1	26
Mount Marty College	0	35
Dakota Wesleyan University	0	18
Yankton College	6	31
Presentation College	0	18
Freeman Junior College	0	4
Sub-Total	7	234
Total	91	907

	Full-Time
Public Institutions	
University of South Dakota	190
South Dakota State University	236
Northern State College	127
Southern State College	40
Black Hills State College	48
General Beadle State College	27
S. Dak. School of Mines & Technology	87
Sub-Total	755
Private Institutions	
Augustana College	84
Huron College	28
Sioux Falls College	25
Mount Marty College	35
Dakota Wesleyan University	19
Yankton College	39
Presentation College	19
Freeman Junior College	5
	254
	1,009

FACULTY TENURE STATUS
INSTITUTIONS OF HIGHER EDUCATION
SOUTH DAKOTA, 1968-69

Table 6

	None, Temporary Position Or Appointment	None, No Tenure Policy	Pre-Tenure Status	Tenure
Public Institutions				
University of South Dakota	23	2	68	89
South Dakota State University	17	3	63	147
Northern State College	14	3	46	60
Southern State College	2	0	21	11
Black Hills State College	2	1	18	27
General Beadle State College	3	0	19	10
S. Dak. School of Mines & Technology	12	1	27	42
Sub-Total	73	10	262	386
Private Institutions				
Augustana College	4	2	46	35
Huron College	5	20	1	0
Sioux Falls College	2	0	12	11
Mount Marty College	0	5	17	10
Dakota Wesleyan University	3	1	8	8
Yankton College	8	0	19	12
Presentation College	0	11	0	2
Freeman Junior College	0	2	1	2
Sub-Total	22	41	104	80
Total	95	51	366	466

South Dakota Public and Private Institutions of Higher Education
Faculty Age by Academic Rank*
1968 - 1969

Table 7

	Academic Rank								
Faculty Age (Years)	Professor	Associate Professor	Assistant Professor	Instructor	No Inst'l. Academic Rank	Lecturer or Visiting Professor	Retired or Emeritus	Other	Total
Public Institutions									
20 and under 25			4	13	1			3	21
25 and under 30		2	36	37				5	80
30 and under 35	4	21	51	21	1			2	100
35 and under 40	13	29	41	17	3	2		2	107
40 and under 45	32	31	38	12	4	1		4	122
45 and under 50	39	24	11	10	10	1		1	96
50 and under 55	27	19	14	3	5	1		2	71
55 and under 60	18	11	9	6	6				50
60 and under 65	27	9	6	1	7	1			51
65 and under 70	17	5	3	1	1		1		28
70 and over	2						1		3
Private Institutions									
20 and under 25				5				1	6
25 and under 30		2	15	26				1	44
30 and under 35	1	9	20	10	4			1	45
35 and under 40	3	15	9	6	3			3	39
40 and under 45	7	6	5	2	4			3	27
45 and under 50	9	6	2	3	2				22
50 and under 55	6	4	5	1	2			2	20
55 and under 60	6	1	2	3	2				14
60 and under 65	7	3	3	1	1				15
65 and under 70	5		1						6
70 and over	1		1						2
Grand Total	224	197	276	178	56	6	2	30	969

*Note: Of the faculty responses from Public Institutions, there were 23 who did not indicate age and 13 who did not indicate academic rank. Of the faculty responses from Private Institutions, there were 2 who did not indicate age and 6 who did not indicate academic rank.

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ACADEMIC RANK OF FACULTY
INSTITUTIONS OF HIGHER EDUCATION
SOUTH DAKOTA, 1968-69

Table 8

	No Institutional Rank	Professor	Associate Professor	Assistant Professor	Instructor	Lecturer or Visiting Faculty	Retired or Emeritus Status	Other
Public Institutions								
University of South Dakota	1	59	30	60	32	4	0	5
South Dakota State University	4	76	59	57	33	0	0	9
Northern State College	3	25	20	58	13	1	0	4
Southern State College	0	5	2	12	17	0	0	0
Black Hills State College	1	13	12	16	5	0	0	0
General Beadle State College	0	4	6	10	12	0	0	0
S. Dak. School of Mines & Technology	0	29	23	18	11	0	0	0
Sub-Total	9	211	152	231	123	5	0	18
Private Institutions								
Augustana College	3	17	22	25	14	0	0	1
Huron College	0	5	5	8	2	0	0	4
Sioux Falls College	0	6	7	7	3	0	0	0
Mount Marty College	2	3	5	5	16	0	0	4
Dakota Wesleyan University	0	5	5	3	5	0	0	0
Yankton College	2	7	5	13	9	0	0	4
Presentation College	10	2	0	0	5	0	1	0
Freeman Junior College	0	0	0	2	3	0	0	0
Sub-Total	17	45	49	63	57	0	1	13
Total	26	256	201	294	180	5	1	31

FACULTY ADMINISTRATIVE TITLES
INSTITUTIONS OF HIGHER EDUCATION
SOUTH DAKOTA, 1968-69

Table 9

	Yes	No
Public Institutions		
University of South Dakota	48	140
South Dakota State University	53	185
Northern State College	31	93
Southern State College	9	27
Black Hills State College	15	34
General Beadle State College	6	23
S. Dak. School of Mines & Technology	19	64
Sub-Total	181	566
Private Institutions		
Augustana College	26	55
Huron College	7	19
Sioux Falls College	9	18
Mount Marty College	13	20
Dakota Wesleyan University	4	15
Yankton College	15	24
Presentation College	7	10
Freeman Junior College	3	2
Sub-Total	84	163
Total	265	729

TIME SPENT ON ADDITIONAL ACTIVITIES
INSTITUTIONS OF HIGHER EDUCATION
SOUTH DAKOTA, 1968-69
(Percent)

Table 10

	Teaching	Research	Committee Work	Administration	Student Advisement	Extension	Public Service	Other
Public Institutions								
University of South Dakota	59	12	3	11	8	1	2	4
South Dakota State University	53	23	2	12	4	1	2	3
Northern State College	64	2	2	15	8	0	2	7
Southern State College	68	2	4	12	9	0	2	3
Black Hills State College	60	2	2	21	7	0	2	6
General Beadle State College	72	5	3	8	5	0	1/2	7
S. Dak. School of Mines & Technology	70	14	3	9	3	0	1/3	1/4
*Weighted Average, Public	60.2	12.5	2.5	12.4	6.1	.6	1.8	3.9
Private Institutions								
Augustana College	53	18	4	12	8	1/4	2	3
Huron College	59	4	6	11	9	0	3	8
Sioux Falls College	65	4	6	9	6	0	4	6
Mount Marty College	59	2	7	14	8	0	2	8
Dakota Wesleyan University	63	3	6	9	16	0	1	2
Yankton College	58	2	4	18	9	0	4	5
Presentation College	44	3	9	27	12	1/3	1/3	4
Freeman Junior College	55	5	3	12	24	0	1	0
*Weighted Average, Private	57.3	7.7	5.2	13.1	9.2	.1	2.5	4.9
*Weighted Average of All Schools	59.5	11.3	3.2	12.6	6.9	.4	2.0	4.1

*Averages weighted by number of responses from each institution.

HOW FACULTY TIME IS SPENT
INSTITUTIONS OF HIGHER EDUCATION
SOUTH DAKOTA, 1968-69
(Percent)

Table 11

	Teaching (major)	Teaching (minor)	Other (administration, etc.)
Public Institutions			
University of South Dakota	92	4	4
South Dakota State University	89	6	5
Northern State College	88	7	5
Southern State College	90	8	2
Black Hills State College	81	10	9
General Beadle State College	85	14	1
S. Dak. School of Mines & Technology	93	5	2
*Weighted Average, Public	89.4	6.2	4.4
Private Institutions			
Augustana College	92	4	4
Huron College	78	12	10
Sioux Falls College	85	14	1
Mount Marty College	77	1	22
Dakota Wesleyan University	88	7	5
Yankton College	88	6	6
Presentation College	61	26	13
Freeman Junior College	85	7	8
*Weighted Average, Private	85.3	6.9	7.8
*Weighted Average of All Schools	88.4	6.4	5.2

*Averages weighted by number of responses from each institution.

REASONS FOR ACCEPTANCE OF EMPLOYMENT
INSTITUTIONS OF HIGHER EDUCATION
SOUTH DAKOTA, 1968-69

Table 12

	Size of Institution	Location of Institution	Family Considerations	Reputation of Institution	Salary
Public Institutions					
University of South Dakota	52	44	18	24	30
South Dakota State University	41	40	22	17	32
Northern State College	18	27	17	24	18
Southern State College	6	9	7	5	6
Black Hills State College	13	8	14	3	1
General Beadle State College	13	7	5	0	5
S. Dak. School of Mines & Technology	13	15	8	16	3
Sub-Total	156	150	91	89	95
Private Institutions					
Augustana College	40	25	17	14	10
Huron College	7	2	4	1	2
Sioux Falls College	5	6	2	2	2
Mount Marty College	12	12	5	9	7
Dakota Wesleyan University	6	6	4	1	4
Yankton College	16	15	8	12	9
Presentation College	4	3	0	4	2
Freeman Junior College	1	1	1	0	0
Sub-Total	91	70	41	43	36
Total	247	220	132	132	131

REASONS FOR ACCEPTANCE OF EMPLOYMENT

Table 12 Continued

	Teaching Load	Facilities	Reputation of Department	Rank	Staff Benefits	Cost of Living
Public Institutions						
University of South Dakota	36	23	20	26	5	14
South Dakota State University	19	25	22	19	4	11
Northern State College	16	22	15	19	26	10
Southern State College	6	3	6	2	1	2
Black Hills State College	3	2	4	2	0	1
General Beadle State College	5	1	1	3	1	4
S. Dak. School of Mines & Technology	8	3	8	5	0	3
Sub-Total	93	79	76	76	37	45
Private Institutions						
Augustana College	9	12	11	8	18	1
Huron College	4	3	0	2	1	2
Sioux Falls College	5	4	1	5	2	1
Mount Marty College	3	9	4	1	2	2
Dakota Wesleyan University	6	2	2	2	2	0
Yankton College	1	5	5	6	0	2
Presentation College	1	4	12	0	0	2
Freeman Junior College	0	1	0	0	0	0
Sub-Total	29	40	35	24	25	10
Total	122	119	111	100	62	55

REASONS FOR ACCEPTANCE OF EMPLOYMENT

Table 12 Continued

	Research Opportunities	Policy Toward Outside Work	Personal Health Considerations	Paid Moving Expenses	Library	Other
Public Institutions						
University of South Dakota	18	7	7	2	6	7
South Dakota State University	19	4	3	0	2	9
Northern State College	3	3	2	0	1	10
Southern State College	0	0	4	0	0	2
Black Hills State College	3	1	2	0	0	2
General Beadle State College	0	0	1	0	0	4
S. Dak. School of Mines & Technology	4	0	3	3	0	3
Sub-Total	47	15	22	5	9	37
Private Institutions						
Augustana College	6	3	2	7	3	6
Huron College	0	4	0	1	2	0
Sioux Falls College	0	1	1	8	2	2
Mount Marty College	0	3	1	1	0	2
Dakota Wesleyan University	0	2	0	0	1	1
Yankton College	1	1	2	1	2	1
Presentation College	0	0	0	0	0	2
Freeman Junior College	0	0	0	0	0	0
Sub-Total	7	14	6	18	10	14
Total	54	29	28	23	19	51

REASONS FOR STAYING IN SOUTH DAKOTA
INSTITUTIONS OF HIGHER EDUCATION
SOUTH DAKOTA, 1968-69

Table 13

	Family Considerations	Location of Institution	Size of Institution	Reputation of Department	Reputation of Institution
Public Institutions					
University of South Dakota	76	42	41	31	15
South Dakota State University	82	84	48	35	28
Northern State College	44	6	20	27	26
Southern State College	13	1	3	2	3
Black Hills State College	14	1	4	2	6
General Beadle State College	15	1	4	0	4
S. Dak. School of Mines & Technology	14	5	1	18	19
Sub-Total	258	140	121	115	101
Private Institutions					
Augustana College	17	22	21	9	21
Huron College	6	3	3	10	1
Sioux Falls College	8	7	7	4	3
Mount Marty College	7	6	0	1	2
Dakota Wesleyan University	4	3	4	1	2
Yankton College	15	10	2	5	3
Presentation College	2	1	1	0	3
Freeman Junior College	1	1	0	0	0
Sub-Total	60	53	38	30	35
Total	318	193	159	145	136

REASONS FOR STAYING IN SOUTH DAKOTA

Table 13 Continued

	Research Opportunities	Teaching Load	Salary	Facilities	Rank	Cost of Living
Public Institutions						
University of South Dakota	30	24	15	13	11	7
South Dakota State University	48	18	26	17	16	21
Northern State College	4	11	13	12	7	6
Southern State College	0	3	0	1	0	2
Black Hills State College	0	0	2	1	1	0
General Beadle State College	2	2	2	3	2	2
S. Dak. School of Mines & Technology	17	5	8	2	3	1
Sub-Total	101	63	66	49	40	39
Private Institutions						
Augustana College	3	3	1	7	3	3
Huron College	0	0	0	1	2	1
Sioux Falls College	1	3	2	4	1	1
Mount Marty College	0	0	1	3	1	1
Dakota Wesleyan University	1	1	0	0	3	2
Yankton College	0	1	0	1	2	3
Presentation College	0	1	0	0	0	0
Freeman Junior College	0	0	0	0	0	1
Sub-Total	5	9	4	16	12	12
Total	106	72	70	65	52	51

REASONS FOR STAYING IN SOUTH DAKOTA

Table 13 Continued

	Personal Health Considerations	Staff Benefits	Policy Toward Outside Work	Library	Paid Moving Expenses	Other
Public Institutions						
University of South Dakota	6	5	7	2	0	44
South Dakota State University	10	5	3	4	0	41
Northern State College	6	0	3	2	0	10
Southern State College	1	0	0	1	0	2
Black Hills State College	1	0	0	0	0	6
General Beadle State College	1	0	1	3	0	5
S. Dak. School of Mines & Technology	5	0	1	0	0	11
Sub-Total	30	10	15	12	0	119
Private Institutions						
Augustana College	2	8	2	1	0	12
Huron College	0	0	0	0	0	1
Sioux Falls College	0	3	1	0	0	2
Mount Marty College	0	0	0	0	0	8
Dakota Wesleyan University	0	1	0	0	0	2
Yankton College	2	0	1	0	0	4
Presentation College	1	0	0	0	0	5
Freeman Junior College	0	0	0	0	0	0
Sub-Total	5	12	4	1	0	34
Total	35	22	19	13	0	153

SINGLE MOST IMPORTANT REASON FOR ACCEPTANCE OF EMPLOYMENT
INSTITUTIONS OF HIGHER EDUCATION
SOUTH DAKOTA, 1968-69

Table 14

	Location of Institution	Family Considerations	Reputation of Institution	Salary	Reputation of Department
Public Institutions					
University of South Dakota	22	41	7	14	13
South Dakota State University	49	26	4	15	17
Northern State College	28	16	14	10	10
Southern State College	7	13	1	3	1
Black Hills State College	22	4	1	0	1
General Beadle State College	5	3	1	6	0
S. Dak. School of Mines & Technology	35	4	5	5	5
Sub-Total	168	107	33	53	47
Private Institutions					
Augustana College	11	8	24	3	3
Huron College	6	6	1	0	0
Sioux Falls College	2	5	0	0	0
Mount Marty College	1	5	3	1	0
Dakota Wesleyan University	2	1	0	1	1
Yankton College	6	7	6	1	5
Presentation College	2	3	0	0	1
Freeman Junior College	0	0	1	0	0
Sub-Total	30	35	35	6	10
Total	198	142	68	59	57

SINGLE MOST IMPORTANT REASON FOR ACCEPTANCE OF EMPLOYMENT

Table 14 Continued

	Research Opportunities	Size of Institution	Rank	Personal Health Considerations	Teaching Load	Facilities
Public Institutions						
University of South Dakota	11	8	5	3	5	3
South Dakota State University	33	5	9	2	3	1
Northern State College	0	6	1	4	2	0
Southern State College	0	3	1	1	0	0
Black Hills State College	0	1	0	0	0	0
General Beadle State College	0	1	0	0	0	0
S. Dak. School of Mines & Technology	4	1	0	0	0	1
Sub-Total	48	25	16	10	10	5
Private Institutions						
Augustana College	0	6	2	2	2	1
Huron College	0	1	1	0	0	0
Sioux Falls College	0	3	0	0	0	0
Mount Marty College	0	0	0	1	1	1
Dakota Wesleyan University	0	1	2	0	0	0
Yankton College	0	1	2	0	0	1
Presentation College	0	0	0	0	0	0
Freeman Junior College	0	0	0	0	0	0
Sub-Total	0	12	7	3	3	3
Total	48	37	23	13	13	8

SINGLE MOST IMPORTANT REASON FOR ACCEPTANCE OF EMPLOYMENT

Table 14 Continued

	Staff Benefits	Library	Cost of Living	Policy Toward Outside Work	Paid Moving Expenses	Other
Public Institutions						
University of South Dakota	1	0	1	1	0	48
South Dakota State University	2	0	0	0	0	53
Northern State College	0	2	0	0	0	31
Southern State College	0	0	0	0	0	7
Black Hills State College	0	0	0	0	0	12
General Beadle State College	0	0	0	0	0	10
S. Dak. School of Mines & Technology	0	0	0	0	0	17
Sub-Total	3	2	1	1	0	178
Private Institutions						
Augustana College	2	0	0	0	1	27
Huron College	0	1	0	0	0	10
Sioux Falls College	0	0	0	0	0	11
Mount Marty College	0	0	0	0	0	13
Dakota Wesleyan University	0	0	0	0	0	9
Yankton College	0	0	0	0	0	5
Presentation College	0	0	0	0	0	7
Freeman Junior College	0	0	0	0	0	5
Sub-Total	2	1	0	0	1	87
Total	5	3	1	1	1	265

APPENDIX E: FACULTY FORM B DATA

REQUISITES TO FUNCTION MORE EFFECTIVELY
INSTITUTIONS OF HIGHER EDUCATION
SOUTH DAKOTA, 1968-69

Table 1

	Public Institutions	Private Institutions	Total
Physical Facilities	651	111	762
Teaching Load	222	70	292
Larger Budget	161	28	189
Improved Faculty	144	44	188
Clerical & Technical Help	128	25	153
Research Facilities	91	14	105
Better Library	56	20	76
Student Quality	23	6	29
Administration	22	21	43
Salary	22	14	36
No Comment	32	10	42

FACULTY VOICE IN GOVERNANCE
INSTITUTIONS OF HIGHER EDUCATION
SOUTH DAKOTA, 1968-69

Table 2

	Public Institutions	Private Institutions	Total
Yes	483	174	657
No	163	42	205
Undecided	29	9	38
No Comment	36	7	43

HIGHER EDUCATION GOALS WELL SERVED
INSTITUTIONS OF HIGHER EDUCATION
SOUTH DAKOTA, 1968-69

Table 3

	Public Institutions	Private Institutions	Total
Adequate Undergraduate Education	409	57	466
Quantity Served	81	34	115
Good Teacher Preparation	34	18	52
Nothing Well Served	14	7	21
No Comment	186	75	261

HIGHER EDUCATION GOALS NOT WELL SERVED
INSTITUTIONS OF HIGHER EDUCATION
SOUTH DAKOTA, 1968-69

Table 4

	Public Institutions	Private Institutions	Total
Inadequate Graduate Education	285	90	375
Lack of Student Goals	116	24	140
Modernize	97	18	115
Weak Vocational Education & Fine Arts Programs	73	19	92
Lack of Public Culture	73	36	109
Inadequate Staff	58	4	62
Poor Quality Teaching	39	19	58
Inadequate Library	31	1	32
Lack of Economics Environment to Keep Grads in S. Dak.	21	2	23
No Comment	179	65	244

IDEAS FOR IMPROVING FACULTY RELATIONSHIPS
INSTITUTIONS OF HIGHER EDUCATION
SOUTH DAKOTA, 1968-69

Table 5

	Public Institutions	Private Institutions	Total
Professional Meetings	480	48	528
Teacher Exchange	190	57	247
More Cooperation Among Schools	90	71	161
In Service Work Shops	96	37	133
Funds for Travel	67	9	76
Greater Promotion of Higher Learning	74	8	82
News Letter	17	6	23
Team Teaching	15	2	17
No Comment	218	65	283

SUGGESTIONS FOR IMPROVEMENT IN INSTITUTIONS AND ADMINISTRATION
INSTITUTIONS OF HIGHER EDUCATION
SOUTH DAKOTA, 1968-69

Table 6

	Public Institutions	Private Institutions	Total
Programmed Instruction (audio visual, T.V., etc.)	151		151
Curriculum Change for Faculty	76	9	85
Utilization of New Facilities	76	99	175
Team Teaching	65	24	89
More Specialized Areas	43		43
Less State Control of Funds	32		32
Improve Undergraduate Research	30	11	41
Statewide Curriculum	28		28
More Adult Education	28		28
Grading, Pass-Fail System	26		26
Individual Student Advancement	24	40	64
Only One State University	16	21	37
Graduate-Student Involvement		22	22
4-1-4 Calendar*		16	16
No Comment	214	64	278

* School Calendar consisting of two four month sessions separated by a one month session. During the one month session credits may be earned for special studies or reports.

MOST IMPORTANT PROBLEMS
INSTITUTIONS OF HIGHER EDUCATION
SOUTH DAKOTA, 1968-69

Table 7

	Public Institutions	Private Institutions	Total
Industrial Development and Financial Support	468	113	581
Public Apathy Toward Education	195	57	252
Too Many Tax Supported Colleges	84	43	127
Competitive Salary	82	17	99
Migration of College Graduates from South Dakota	65	21	86
Better Administration	57		57
College Interco-operation	46	5	51
Competitive Fringe Benefits	20		20
Poorly Prepared High School Graduates		21	21
Better Administrative Goals		17	17
Reorganization (K-12)		14	14
Poor Technical and Vocational Education		4	4
No Comment	52	52	104

ADEQUACY OF THE FRINGE BENEFITS
INSTITUTIONS OF HIGHER EDUCATION
SOUTH DAKOTA, 1968-69

Table 8

	Public Institutions	Private Institutions	Total
Adequate	24	176	200
Inadequate	597	15	612
Improved by Retirement and Sick Leave	368	30	398
Health Plan	255	23	278
Free Tuition for Family	154	8	162
TIAA *	59		59
More Sabbaticals With Pay	35		35
Increased Life Insurance	22	11	33
Paid Leave for Research	22		22
Travel Funds	9	14	23
Planned Sabbaticals		17	17
No Comment	66	23	89

* Teachers Insurance Annuity Association

OPINIONS REGARDING EXTRA COMPENSATION INSTITUTIONS OF HIGHER EDUCATION SOUTH DAKOTA, 1968-69

Table 9

	Public Institutions	Private Institutions	Total
Yes	593	100	693
No	76	12	88
Undecided	12	2	14
No Comment	44	17	61

RELATIONSHIP OF FACULTY TO STUDENT RECRUITMENT INSTITUTIONS OF HIGHER EDUCATION SOUTH DAKOTA, 1968-69

Table 10

	Public Institutions	Private Institutions	Total
Yes	383	115	498
No	97	74	171
Some	225	41	266
No Comment	33	4	37

80

ACADEMIC FREEDOM
INSTITUTIONS OF HIGHER EDUCATION
SOUTH DAKOTA, 1968-69

Table 11

	Public Institutions	Private Institutions	Total
Yes	630	215	845
No	65	8	73
No Comment	43	11	54

PLAN TO TERMINATE EMPLOYMENT
INSTITUTIONS OF HIGHER EDUCATION
SOUTH DAKOTA, 1968-69

Table 12

	Public Institutions	Private Institutions	Total
Yes	48	19	67
No	470	162	632
Undecided	105	41	146
No Comment	4	5	9

REASONS FOR TERMINATING EMPLOYMENT
INSTITUTIONS OF HIGHER EDUCATION
SOUTH DAKOTA, 1968-69

Table 13

	Public Institutions	Private Institutions	Total
Salary	357	65	422
Fringe Benefits	150	5	155
Professional Advancement	115	92	207
Public Apathy	74	4	78
Poor Facilities	64	14	78
Teaching Load	56	16	72
Better Living Conditions	54	12	66
Poor Administration	42	7	49
Retirement	12	8	20
More Teaching Time	2		2
Family Reasons		9	9
Non-Renewal of Contract		2	2
No Comment	117	72	189

EMPLOYMENT PLANS CLASSIFIED BY ACADEMIC RANK
INSTITUTIONS OF HIGHER EDUCATION
SOUTH DAKOTA, 1968-69

Table 14

	Enter Business Or Industry	Retire & Engage In Research	Undecided	Other
Public Institutions				
No Institutional Rank	0	0	0	0
Professor	16	20	21	7
Associate Professor	15	8	16	3
Assistant Professor	32	4	42	3
Instructor	6	4	4	3
Lecturer or Visiting Professor	0	1	0	0
Retired or Emeritus Status	0	0	1	0
Other	4	0	0	0
Total	73	37	84	16
Private Institutions				
Instructor	4	3	9	3
Assistant Professor	3	4	13	0
Associate Professor	4	0	7	0
Professor	0	9	4	0
Other	2	0	3	0
Administrator	0	1	0	0
No Institutional Rank	0	0	0	0
Total	13	17	36	3
Grand Total	86	54	120	19

EMPLOYMENT PLANS CLASSIFIED BY ACADEMIC RANK

	Other South Dakota Higher Education	Another State Higher Education	Return to Public School Teaching	Enroll in College
Public Institutions				
No Institutional Rank	1	3	1	0
Professor	3	135	1	0
Associate Professor	2	77	0	0
Assistant Professor	13	183	0	14
Instructor	3	25	0	8
Lecturer or Visiting Professor	0	0	0	0
Retired or Emeritus Status	0	0	0	0
Other	0	7	1	2
Total	22	430	3	24
Private Institutions				
Instructor	7	16	1	12
Assistant Professor	2	30	0	0
Associate Professor	3	30	0	1
Professor	5	22	0	0
Other	0	3	1	5
Administrator	0	0	0	0
No Institutional Rank	0	1	0	0
Total	17	102	2	18
Grand Total	39	532	5	42

APPENDIX C: FAC [illegible]

NUMBER OF FULL-TIME FACULTY ON CAMPUS
INSTITUTIONS OF HIGHER EDUCATION
SOUTH DAKOTA, 1968-69

Table 1

	Professors			Associate Professors			Assistant Professors			Instructors			Other**			Total
	M	W	T	M	W	T	M	W	T	M	W	T	M	W	T	
Public Institutions																
University of South Dakota	71	2	73	32	1	33	81	10	91	18	19	37	2	2	4	238
South Dakota State University	93	11	104	78	15	93	88	18	106	43	31	74	25	10	35	412
Northern State College	15	1	16	22	1	23	59	18	77	8	8	16	0	0	0	132
Southern State College	7	1	8	6	0	6	24	2	26	25	4	29	0	0	0	69
Black Hills State College	15	4	19	13	7	20	29	9	38	16	3	19	0	0	0	96
General Beadle State College	5	0	5	6	0	6	13	2	15	24	4	28	0	0	0	54
S. Dak. School of Mines & Technology	30	0	30	27	1	28	32	2	34	12	2	14	0	0	0	106
Sub-Total	236	19	255	184	25	209	326	61	387	146	71	217	27	12	39	1,107
Private Institutions																
Augustana College	18	1	19	23	3	26	35	16	51	15	9	24	0	0	0	120
Huron College	5	0	5	5	1	6	14	2	16	6	1	7	4	0	4	38
Sioux Falls College	7	0	7	13	1	14	8	6	14	8	3	10	0	0	0	45
Mount Marty College	0	3	3	0	6	6	2	7	9	12	11	23	0	4	4	45
Dakota Wesleyan University	6	1	7	4	2	6	8	2	10	9	2	11	0	0	0	34
Yankton College	8	2	10	5	0	5	12	3	15	11	3	14	0	0	0	44
Presentation College	0*	0	0	0	0	0	0	0	0	4	22	26	0	0	0	26
Freeman Junior College	1	0	1	0	0	0	2	1	3	10	4	14	0	0	0	18
Sub-Total	45	7	52	50	13	63	81	37	118	75	54	129	4	4	8	370
Total	281	26	307	234	38	272	407	98	505	221	125	346	31	16	47	1,477

*No academic rank policy. All Teaching faculty are considered as Instructors.

**Lecturers, Assistant Instructors, Assistant In, NTF-National Teaching Fellows.

NUMBER OF FULL-TIME FACULTY ON LEAVE
INSTITUTIONS OF HIGHER EDUCATION
SOUTH DAKOTA, 1968-69

Table 2

	Professors			Associate Professors			Assistant Professors			Instructors			Other**			Total
	M	W	T	M	W	T	M	W	T	M	W	T	M	W	T	
Public Institutions																
University of South Dakota	3	0	3	3	0	3	4	0	4	0	0	0	10	0	10	20
South Dakota State University	1	0	1	4	1	5	6	2	8	1	0	1	0	0	0	15
Northern State College	0	0	0	1	0	1	2	0	2	0	1	1	0	0	0	4
Southern State College	0	0	0	1	0	1	1	1	2	0	0	0	0	0	0	3
Black Hills State College	0	0	0	1	0	1	5	0	5	0	0	0	0	0	0	6
General Beadle State College	0	0	0	0	0	0	2	0	2	0	0	0	0	0	0	2
S. Dak. School of Mines & Technology	1	0	1	0	0	0	1	0	1	0	0	0	0	0	0	2
Sub-Total	5	0	5	10	1	11	21	3	24	1	1	2	10	0	10	52
Private Institutions																
Augustana College	2	0	2	1	0	1	2	0	2	1	1	2	0	0	0	7
Huron College	0	0	0	1	0	1	0	0	0	0	0	0	0	0	0	1
Sioux Falls College	0	0	0	1	0	1	1	0	1	0	0	0	0	0	0	2
Mount Marty College	0	0	0	0	2	2	1	0	1	0	2	2	0	0	0	5
Dakota Wesleyan University	1	0	1	0	0	0	0	0	0	1	0	1	0	0	0	2
Yankton College	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Presentation College	0*	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Freeman Junior College	0	0	0	0	0	0	1	0	1	0	0	0	0	0	0	1
Sub-Total	3	0	3	3	2	5	5	0	5	2	3	5	0	0	0	18
Total	8	0	8	13	3	16	26	3	29	3	4	7	10	0	10	70

*No academic rank policy. All teaching faculty are considered as Instructors.

**Lecturers, Assistant Instructors, Assistant In, NIF-National Teaching Fellows.

NUMBER OF PART-TIME FACULTY
INSTITUTIONS OF HIGHER EDUCATION
SOUTH DAKOTA, 1968-69

Table 3

	Men	Women	Total
Public Institutions			
University of South Dakota	55	20	75
South Dakota State University	11	5	16
Northern State College	5	9	14
Southern State College	10	2	12
Black Hills State College	1	10	11
General Beadle State College	0	0	0
S. Dak. School of Mines & Technology	2	1	3
Sub-Total	84	47	131
Private Institutions			
Augustana College	7	9	16
Huron College	4	6	10
Sioux Falls College	6	3	9
Mount Marty College	3	12	15
Dakota Wesleyan University	3	8	11
Yankton College	4	2	6
Presentation College	6	8	14
Freeman Junior College	2	5	7
Sub-Total	35	53	88
Total	119	100	219

RANGE OF MEDIAN SALARIES, 9-10 MONTHS BASIS
INSTITUTIONS OF HIGHER EDUCATION
SOUTH DAKOTA, 1968-69

Table 4

	Range of Median Ranked Salaries			
	High Salary	Low Salary	Median Salary	
Public Institutions				
Professors	$13,382	$10,800	$12,420	
Associate Professors	11,457	9,200	10,300	
Assistant Professors	10,000	7,488	8,925	
Instructors	7,700	7,405	7,380	
Other	9,625	*	*	
Private Institutions				
Professors	$12,315	$ 9,200	$10,710	(Six institutions represented)
Associate Professors	10,209	8,100	9,310	(Six institutions represented)
Assistant Professors	9,325	5,400	8,325	(Seven institutions represented)
Instructors	8,575	6,800	6,728	(Eight institutions represented)
Other	6,500	*	*	

*Figure has not been calculated because a majority of institutions reported non-applicable for this category.

ANNUAL SALARIES OF FULL-TIME FACULTY, 9-10 MONTHS BASIS
INSTITUTIONS OF HIGHER EDUCATION
SOUTH DAKOTA, 1968-69

Table 5

	Range of Number of Ranked Faculty			Range of Highest Ranked Salaries			Range of Lowest Ranked Salaries		
	High Number	Low Number	Median Number	High Salary	Low Salary	Median Salary	High Salary	Low Salary	Median Salary
Public Institutions									
Professors	57	5	19	$16,600	$11,360	$12,500	$10,750	$ 9,400	$10,200
Associate Professors	28	6	23	14,400	10,304	11,150	9,500	8,000	8,700
Assistant Professors	79	15	38	13,200	8,874	10,500	7,500	6,480	7,200
Instructors	49	14	28	10,278	6,984	8,000	6,250	4,700	5,400
Other	10	*	*	10,100	*	*	9,000	*	*
Private Institutions									
Professors	20	0	6	**$13,395	$ 9,850	$10,323	$11,500	$ 8,360	$ 9,550
Associate Professors	27	0	6	** 11,850	9,340	9,920	9,504	7,500	8,488
Assistant Professors	47	0	13	*** 10,554	5,475	9,500	8,004	4,875	7,100
Instructors	25	7	14	9,714	5,195	8,100	7,787	4,400	6,400
Other	4	*	*	6,500	*	*	6,100	*	*

*Figure has not been calculated because a majority of institutions reported non-applicable for this category.

**Range based on reports from six institutions.

***Range based on reports from seven institutions.

ANNUAL SALARIES OF FULL-TIME FACULTY, 11-12 MONTHS BASIS
INSTITUTIONS OF HIGHER EDUCATION
SOUTH DAKOTA, 1968-69

Table 6

	Range of Number of Ranked Faculty			Range of Highest Ranked Salaries			Range of Lowest Ranked Salaries		
	High Number	Low Number	Median Number	High Salary	Low Salary	Median Salary	High Salary	Low Salary	Median Salary
Public Institutions									
Professors	82	0	*	**$23,500	$19,800	*	$12,200	$10,600	*
Associate Professors	69	0	*	** 16,000	13,596	*	12,288	9,478	*
Assistant Professors	46	0	*	** 18,000	14,208	*	10,860	8,400	*
Instructors	25	0	*	** 16,000	9,300	*	8,000	6,700	*
Other	25	0	*	** 13,932	9,000	*	7,044	6,000	*
Private Institutions									
Professors	1	0	*	$ 6,800	0	*	0	0	*
Associate Professors	0	0	*	0	0	*	0	0	*
Assistant Professors	2	0	*	11,200	0	*	9,600	0	*
Instructors	0	0	*	0	0	*	0	0	*
Other	0	0	*	0	0	*	0	0	*

*Figure has not been calculated because a majority of institutions reported non-applicable for this category.

**Ranges based on reports from three institutions.

UNDERGRADUATE HOUR LOAD FOR FULL-TIME FACULTY
INSTITUTIONS OF HIGHER EDUCATION
SOUTH DAKOTA, 1968-69

Table 7

	Highest Credit Hour Load	Lowest Credit Hour Load	Average Credit Hour Load	Highest Contact Hour Load	Lowest Contact Hour Load	Average Contact Hour Load
Public Institutions						
University of South Dakota	15.6*	5.4*	12.3*	17.4*	5.4*	13.4*
South Dakota State University	20	4**	10	31	9	14.6
Northern State College	15	8	11	40	13	21
Southern State College	16.5	7.5	13.1	44	12	20
Black Hills State College	18	5	12	20	5	13.5
General Beadle State College	18	6	12.3	27	6	13.81
S. Dak. School of Mines & Technology	15	5	10.4	18	8	13.4
Average	16.9	5.8	11.6	28.2	8.3	15.7
Private Institutions						
Augustana College	17	3	9.6	26	9	13
Huron College	29	3	13	31	3	14
Sioux Falls College	16	4	12.5	20	9	14
Mount Marty College	14	8	11.5	26	8	16
Dakota Wesleyan University	14	8	12	15	9	10
Yankton College	22	7	12	25	6	12
Presentation College	15	7	12	27	7	15
Freeman Junior College	17	9	12	26	9	15
Average	17.9	6.2	11.9	24.5	7.5	14.1
Overall Average	17.4	6.0	11.8	26.2	7.9	14.8

*Excludes medicine and law.

**This person has a 14-hour contact load.

GRADUATE HOUR LOAD FOR FULL-TIME FACULTY
INSTITUTIONS OF HIGHER EDUCATION
SOUTH DAKOTA, 1968-69

Table 8

	Highest Credit Hour Load	Lowest Credit Hour Load	Average Credit Hour Load	Highest Contact Hour Load	Lowest Contact Hour Load	Average Contact Hour Load
Public Institutions						
University of South Dakota	13.8*	13.8*	13.8*	13.8*	13.8*	13.8*
South Dakota State University	12	6	8.7	14	9	12.6
Northern State College	0	0	0	0	0	0
Southern State College	0	0	0	0	0	0
Black Hills State College	6	3	4	6	3	4
General Beadle State College	0	0	0	0	0	0
S. Dak. School of Mines & Technology	0	0	0	0	0	0
Private Institutions						
Augustana College	0	0	0	0	0	0
Huron College	0	0	0	0	0	0
Sioux Falls College	0	0	0	0	0	0
Mount Marty College	0	0	0	0	0	0
Dakota Wesleyan University	0	0	0	0	0	0
Yankton College	0	0	0	0	0	0
Presentation College	0	0	0	0	0	0
Freeman Junior College	0	0	0	0	0	0

*Only 1 Department where they teach graduate only - School Administration.

GRADUATE AND UNDERGRADUATE HOUR LOAD FOR FULL-TIME FACULTY
INSTITUTIONS OF HIGHER EDUCATION
SOUTH DAKOTA, 1968-69

Table 9

	Highest Credit Hour Load	Lowest Credit Hour Load	Average Credit Hour Load	Highest Contact Hour Load	Lowest Contact Hour Load	Average Contact Hour Load
Public Institutions						
University of South Dakota	19.5	8.7	12.2	19.5	8.7	13.3
South Dakota State University	17	6	9.4	24	7	13.8
Northern State College	15	8	11	40	13	21
Southern State College	0	0	0	0	0	0
Black Hills State College	18	5	12	20	5	13
General Beadle State College	0	0	0	0	0	0
S. Dak. School of Mines & Technology	15	5	10	23	6	13
Private Institutions						
Augustana College	13	8	10.5	12	11	11.5
Huron College	0	0	0	0	0	0
Sioux Falls College	0	0	0	0	0	0
Mount Marty College	0	0	0	0	0	0
Dakota Wesleyan University	0	0	0	0	0	0
Yankton College	0	0	0	0	0	0
Presentation College	0	0	0	0	0	0
Freeman Junior College	0	0	0	0	0	0

FRINGE BENEFITS PROVIDED AT NO COST TO EMPLOYEE
INSTITUTIONS OF HIGHER EDUCATION
SOUTH DAKOTA, 1968-69

Table 10

	Faculty Number of Institutions			Administration Number of Institutions			Office Staff Number of Institutions			Maintenance Staff Number of Institutions		
	Public	Private	Total	Public	Private	Total	Public	Private	Total	Public	Private	Total
A. Social Security (OASI)	0	0	0	0	0	0	0	0	0	0	0	0
B. South Dakota Teacher's Retirement	0	0	0	0	0	0	0	0	0	0	0	0
C. Retirement annuity other than OASI	0	2	2	0	2	2	0	1	1	0	2	2
D. Group Hospitalization	0	3	3	0	3	3	0	3	3	0	3	3
E. Major Medical Coverage	0	3	3	0	3	3	0	3	3	0	3	3
F. Accident Insurance	0	3	3	0	3	3	0	3	3	0	3	3
G. Health Service provided by the institutions	0	2	2	0	2	2	0	2	2	0	2	2
H. Life Insurance	0	1	1	0	1	1	0	1	1	0	1	1
I. Sabbatical Leaves	7	2	9	4	0	4	0	0	0	0	0	0
J. Reduction or waiver of tuition to dependents of full-time employees	0	4	4	0	4	4	0	4	4	0	4	4
K. Sick leaves with pay	7	8	15	7	8	15	7	8	15	7	8	15
L. Assistance in receiving discounts on purchases	0	1	1	0	1	1	0	1	1	0	1	1
M. Provide housing	0	0	0	0	0	0	0	0	0	0	0	0
N. Loan fund available to full-time employees for making sizeable purchases, such as houses, appliances, advanced study and travel	0	0	0	0	0	0	0	0	0	0	0	0
O. Significant recreation facilities provided for use of full-time employees	0	1	1	0	1	1	0	1	1	0	1	1
P. Others:												
Swimming Pool and Gym	1	0	1	1	0	1	1	0	1	1	0	1
Activity Ticket	0	2	2	0	2	2	0	2	2	0	2	2
Disability Insurance	0	2	2	0	2	2	0	2	2	0	2	2

FRINGE BENEFITS WITH COSTS SHARED
INSTITUTIONS OF HIGHER EDUCATION
SOUTH DAKOTA, 1968-69

Table 11

	Faculty Number of Institutions			Administration Number of Institutions			Office Staff Number of Institutions			Maintenance Staff Number of Institutions		
	Public	Private	Total	Public	Private	Total	Public	Private	Total	Public	Private	Total
A. Social Security (OASI)	0	0	0	0	0	0	0	0	0	0	0	0
B. South Dakota Teacher's Retirement	0	0	0	0	0	0	0	0	0	0	0	0
C. Retirement annuity other than OASI	1	0	1	1	0	1	1	0	1	1	0	1
D. Group Hospitalization	7	1	8	7	1	8	7	1	8	7	1	8
E. Major Medical Coverage	7	0	7	7	0	7	7	0	7	7	0	7
F. Accident Insurance	7	1	8	7	1	8	7	1	8	7	1	8
G. Health Service provided by the institutions	0	0	0	0	0	0	0	0	0	0	0	0
H. Life Insurance	4	0	4	4	0	4	4	0	4	4	0	4
I. Sabbatical Leaves	1	0	1	1	0	1	0	0	0	0	0	0
J. Reduction or waiver of tuition to dependents of full-time employees	1	0	1	1	0	1	1	0	1	0	0	0
K. Sick leaves with pay	0	0	0	0	0	0	0	0	0	0	0	0
L. Assistance in receiving discounts on purchases	0	0	0	0	0	0	0	0	0	0	0	0
M. Provide housing	0	1	1	0	1	1	0	0	0	0	1	1
N. Loan fund available to full-time employees for making sizeable purchases, such as houses, appliances, advanced study and travel	1	0	1	1	0	1	1	0	1	1	0	1
O. Significant recreation facilities provided for use of full-time employees	0	0	0	0	0	0	0	0	0	0	0	0
P. Others	0	0	0	0	0	0	0	0	0	0	0	0

FRINGE BENEFITS PROVIDED AT NO COST TO INSTITUTION
INSTITUTIONS OF HIGHER EDUCATION
SOUTH DAKOTA, 1968-69

Table 12

	Faculty Number of Institutions			Administration Number of Institutions			Office Staff Number of Institutions			Maintenance Staff Number of Institutions		
	Public	Private	Total	Public	Private	Total	Public	Private	Total	Public	Private	Total
A. Social Security (OASI)	7	8	15	7	8	15	7	8	15	7	8	15
B. South Dakota Teacher's Retirement	0	0	0	0	0	0	0	0	0	0	0	0
C. Retirement annuity other than OASI	7	6	13	7	6	13	7	5	12	7	4	11
D. Group Hospitalization	0	4	4	0	4	4	0	4	4	0	4	4
E. Major Medical Coverage	0	2	2	0	2	2	0	2	2	0	2	2
F. Accident Insurance	0	0	0	0	0	0	0	0	0	0	0	0
G. Health Service provided by the institutions	0	0	0	0	0	0	0	0	0	0	0	0
H. Life Insurance	0	1	1	0	1	1	0	1	1	0	1	1
I. Sabbatical Leaves	0	3	3	0	1	1	0	0	0	0	0	0
J. Reduction or waiver of tuition to dependents of full-time employees	0	2	2	0	2	2	0	2	2	0	2	2
K. Sick leaves with pay	0	0	0	0	0	0	0	0	0	0	0	0
L. Assistance in receiving discounts on purchases	0	0	0	0	0	0	0	0	0	0	0	0
M. Provide housing	0	1	1	0	1	1	0	1	1	0	1	1
N. Loan fund available to full-time employees, for making sizeable purchases, such as houses, appliances, advanced study and travel	0	0	0	0	0	0	0	0	0	0	0	0
O. Significant recreation facilities provided for use of full-time employees	0	0	0	0	0	0	0	0	0	0	0	0
P. Others:												
Professional Travel and Professional Publications	0	0	0	0	1	1	0	1	1	0	0	0

PROBLEMS IN OBTAINING NEW FACULTY MEMBERS
INSTITUTIONS OF HIGHER EDUCATION
SOUTH DAKOTA, 1968-69

Table 13

	Public Institutions	Private Institutions	Total
Fringe Benefits Are Not Competitive	7	3	10
High Cost of Living	0	3	3
Inability To Pay Moving Expenses	4	0	4
Inability To Provide Travel Pay for Interviews	3	0	3
Inadequate Office Space	2	0	2
Inadequate Housing In Community	1	1	2
Lack of Research Opportunities	2	3	5
Library	3	0	3
Location of Institutions	4	4	8
Poor Facilities	4	0	4
Salaries Are Not Competitive	7	5	12
Teaching Load At This Institution	4	1	5
Shortage of Qualified Teachers	1	0	1
Out-of-State Competition	1	0	1
Image of South Dakota	2	0	2

APPENDIX D: FACULTIES EVALUATIVE INSTRUMENT

SOUTH DAKOTA COMMISSION ON HIGHER EDUCATION FACILITIES
OFFICE OF EXECUTIVE SECRETARY **STATE CAPITOL BUILDING**
PIERRE, SOUTH DAKOTA 57501

November 1, 1968

To the Faculties
Private and Public Institutions of Higher Education
State of South Dakota

We sincerely request your cooperation in completing the enclosed evaluative instrument of the Statewide Comprehensive Plan of Higher Education in South Dakota.

The Statewide Comprehensive Plan has been authorized under Section 3 of Public Law 89-752 to expend federal monies to assist South Dakota private and public colleges and universities in developing a plan for future improvements. On the basis of a three-year study, immediate and long range planning for quantitative and qualitative problems will be accomplished.

Your response to requested information is essential to final integral analysis of the six areas of plan research: (1) Functions, Control, and Administration of South Dakota Higher Education; (2) Students and South Dakota Higher Education; (3) Curriculum and South Dakota Higher Education; (4) Faculties and South Dakota Higher Education; (5) Facilities and South Dakota Higher Education; and (6) Costs and South Dakota Higher Education.

It should be emphasized that the participation of private and public faculties at South Dakota institutions of higher education is the foundation of the Statewide Comprehensive Plan. Representatives from all higher education institutions in South Dakota prepared and will analyze the evaluative instruments completed by institutional faculty members. In essence, this is your plan for progress of higher education in South Dakota.

The South Dakota Commission on Higher Education Facilities will report research findings with complete integrity. Institutional data will be reported with discretion. Responses from individual faculty members will be anonymous, other than classification by "private" and "public", and available only to the Faculties Research Committee.

The following members and executive staff of the South Dakota Commission on Higher Education Facilities extend appreciation for your assistance in providing data for the Statewide Comprehensive Plan:

Irving Hinderaker
Chairman, Watertown

Hilbert Bogue
Vice Chairman, Beresford

Richard Battey
Commissioner, Redfield

William Churchill
Commissioner, Huron

Maylou Amunson
Secretary, Mobridge

Charles Burke
Commissioner, Pierre

J. W. Kaye
Commissioner, Mitchell

Alpha Braunesreither
Executive Secretary

Robert S. Morrissey
Comprehensive Planning
Coordinator

SOUTH DAKOTA COMMISSION ON HIGHER EDUCATION FACILITIES
OFFICE OF EXECUTIVE SECRETARY
STATE CAPITOL BUILDING
PIFRRE, SOUTH DAKOTA 57501

STATEWIDE COMPREHENSIVE PLAN OF HIGHER EDUCATION IN SOUTH DAKOTA

FORM A

TO BE COMPLETED BY INDIVIDUAL FACULTY MEMBER

This evaluative instrument constitutes a part of an overall study being conducted by the South Dakota Commission on Higher Education Facilities. The questions asked are designed to provide information needed to determine the status of higher education in South Dakota.

In an attempt to provide for anonymity, please enclose Form A with Form C in the attached envelope and return to the South Dakota Commission on Higher Education Facilities.

Since the information gathered must be categorized in terms of private and public institutions, the private colleges and universities are buff in color while the public are goldenrod.

INSTRUCTIONS: Please complete each item by placing an "x" in the appropriate blank or by entering the information in the appropriate blanks. Please type or print in ink.

1. Institution Name: ____________________

2. Date of Birth: ____________________

3. Sex: A. ________ male B. ________ female

4. Marital Status:

   a. _____ married c. _____ widowed

   b. _____ never married d. _____ divorced

5. Number of Dependents: (exclude yourself)

   a. _____ none c. _____ two e. _____ four g. _____ six or over

   b. _____ one d. _____ three f. _____ five

6. Teaching Experience: (Count one year of teaching experience for each annual contract you have completed regardless of whether it was for 9, 10, 11, or 12 months. However, no more than one year of experience should be allowed for any 12-month period. Include the current year as one year of experience. Convert part-time teaching experience to full-time equivalent and round to the nearest whole year. (e.g. consider one-half time in two academic years as one year teaching experience)

Teaching Experience (Continued)

a. College or University experience in teaching, research, administration, or a related academic staff position:

Amount of Experience (No. of Years)

At this institution . . . . ________

At other institutions in South Dakota . . . . ________

At other institutions outside of South Dakota . . . . ________

b. Elementary or Secondary School teaching or administrative experience . . . . ________

7. Highest Degree Earned: Degree — Year Obtained

a. _____ Doctorate ________

b. _____ Educational Specialist ________

c. _____ Master's Degree ________

d. _____ Bachelor's Degree ________

e. _____ Other Professional Degree (specify) ________

8. Please indicate the number of hours of graduate work you have completed since your last degree was conferred.

a. _____ quarter hours Year Obtained ________

b. _____ semester hours Year Obtained ________

c. _____ none

9. Please indicate additional activities and work experiences which you feel contributed to your professional development.

10. Major at Each Degree Level: Please indicate your major area at each degree level.

a. _____ Doctorate

b. _____ Educational Specialist

c. _____ Master's

d. _____ Bachelor's

e. _____ Other Professional Degree (specify)_______________

Please check the general area of study for your highest degree.

a-1. _____ Agric.
b-1. _____ Archit.
c-1. _____ Biol. Sci.
d-1. _____ Bus. & Comm.
e-1. _____ Educ.
f-1. _____ Engin.
g-1. _____ Eng. & Jour.
h-1. _____ Fine & App. Arts
i-1. _____ For. Lang.
j-1. _____ Forest.
k-1. _____ Geog.
l-1. _____ Health Professions
m-1. _____ Home Eco.
n-1. _____ Law
o-1. _____ Lib. Sci.
p-1. _____ Linguis.
q-1. _____ Math.
r-1. _____ Mil. Sci.
s-1. _____ Music
t-1. _____ Phil.
u-1. _____ Phy. Ed.
v-1. _____ Phy. Sci.
w-1. _____ Psy.
x-1. _____ Rel.
y-1. _____ Sci. (Comp)
z-1. _____ Soc. Sci.
z-2. _____ T. & I.

11. Minor at Each Degree Level: Please indicate your minor area at each degree level.

a. _____ Doctorate

b. _____ Educational Specialist

c. _____ Master's

d. _____ Bachelor's

e. _____ Other Professional Degree (specify)_______________

Please check the general area of study for your highest degree.

a-1. _____ Agric.
b-1. _____ Archit.
c-1. _____ Biol. Sci.
d-1. _____ Bus. & Comm.
e-1. _____ Educ.
f-1. _____ Engin.
g-1. _____ Eng. & Jour.
h-1. _____ Fine & App. Arts
i-1. _____ For. Lang.
j-1. _____ Forest.
k-1. _____ Geog.
l-1. _____ Health Professions
m-1. _____ Home Eco.
n-1. _____ Law
o-1. _____ Lib. Sci.
p-1. _____ Linguis.
q-1. _____ Math.
r-1. _____ Mil. Sci.
s-1. _____ Music
t-1. _____ Phil.
u-1. _____ Phy. Ed.
v-1. _____ Phy. Sci.
w-1. _____ Psy.
x-1. _____ Rel.
y-1. _____ Sci. (Comp)
z-1. _____ Soc. Sci.
z-2. _____ T. & I.

12. Source of Highest Degree Earned:

a. _____ Institution where now employed

b. _____ Another institution located in South Dakota

c. _____ Another institution located outside South Dakota

13. Do you hold any degree (Bachelor's degree or above) from the institution where you are now employed?

a. _____ yes

b. _____ no

14. Do you hold more than one degree from the institution where you are now employed?

a. _____ yes

b. _____ no

15. Now employed at this Institution:

a. _____ full-time

b. _____ part-time

16. Tenure Status:

a. _____ None, temporary position or appointment

b. _____ None, Institution has no tenure policy

c. _____ Pre-tenure status

d. _____ Tenure

17. Academic Rank:

a. _____ No institutional academic rank

b. _____ Professor

c. _____ Associate Professor

d. _____ Assistant Professor

e. _____ Instructor

f. _____ Lecturer or Visiting Faculty

g. _____ Retired or Emeritus Status

h. _____ Other (specify)____________

18. Do you hold an administrative title? (such as president, vice-president, registrar, librarian, and the like)

a. _____ yes

b. _____ no

19. Estimate of time spent on activities for this institution: (Do not include extra assignments for which additional pay is received, such as extension teaching, correspondence courses, and the like.) Percent should total 100.

a. _____ percent teaching

b. _____ percent research

c. _____ percent committee work

d. _____ percent administration

e. _____ percent student advisement

f. _____ percent extension (include only if a part of your normal load)

g. _____ percent public service

h. _____ percent other (specify)

20. Of total spent in teaching, indicate the following: (Percent should total 100)

a. _____ percent teaching in major

b. _____ percent teaching in minor

c. _____ percent other (e.g. administration)

21. What were the reasons that played an important part in your acceptance of employment at this institution? (Check all reasons that are applicable.)

a. _____ Facilities

b. _____ Family Considerations

c. _____ Location of Institution

d. _____ Personal Health Considerations (including members of family)

e. _____ Policy Toward Outside Work

f. _____ Rank

g. _____ Reputation of Department

h. _____ Reputation of Institution

i. _____ Research Opportunities

j. _____ Salary

k. _____ Size of Institution

l. _____ Staff Benefits (insurance, sabbaticals, hospitalization)

m. _____ Teaching Load

n. _____ Library

o. _____ Cost of Living

p. _____ Paid Moving Expenses

q. _____ Other

22. Using the options listed in #21, please underline the reason or reasons why you stay in South Dakota.

23. Please go back to #21 and circle the blank which represents the single most important reason why you accepted employment at this institution.

FACULTIES RESEARCH COMMITTEE

The following members of the Faculties Research Committee wish to express their appreciation for your assistance in completing this important form of the Statewide Comprehensive Plan.

Faculties Research Committee

1. Dr. E. Keith Jewitt, Chairman, Academic Dean, Black Hills State College
2. Dr. Ted Hong, Professor, Augustana College
3. Dr. Evelyn Hohf, Professor, Yankton College
4. Dr. Richard Bowen, Acting President, University of South Dakota
5. Sister Francis Mary Dunn, President, Presentation College
6. Dr. Thurman White, Vice President for University Projects, University of Oklahoma

For further information, please contact the institution project coordinator.

SOUTH DAKOTA COMMISSION ON HIGHER EDUCATION FACILITIES
OFFICE OF EXECUTIVE SECRETARY
STATE CAPITOL BUILDING
PIERRE, SOUTH DAKOTA 57501

STATEWIDE COMPREHENSIVE PLAN OF HIGHER EDUCATION IN SOUTH DAKOTA

FORM B

TO BE COMPLETED BY INDIVIDUAL FACULTY MEMBER

This evaluative instrument constitutes a part of an overall study being conducted by the South Dakota Commission on Higher Education Facilities. The questions asked are designed to provide information needed to determine the status of higher education in South Dakota.

In an attempt to provide for anonymity, please enclose Form B in the attached envelope and return to the South Dakota Commission on Higher Education Facilities. In returning Form B as a separate instrument from Forms A and C, the response to questions will remain anonymous.

Since the information gathered must be categorized in terms of private and public institutions, the private colleges and universities are buff in color while the public are goldenrod.

The following areas constitute your thoughts as they relate to selected topics:

1. What would make you function more effectively in your present academic setting? This would include physical facilities.

2. Do you feel that your faculty has an adequate voice in its governance? Substantiate your point.

3. What goals of higher education are (a) well served and which are (b) not well served in South Dakota?

4. Please suggest ideas for improving the colleagueship with faculty members of other colleges and universities.

5. What innovations would you like to see tried in techniques, procedures, and programs in both instruction and administration?

6. What is the single most important general and/or education problem facing the people of South Dakota?

7. Present your opinion as to the adequacy of the fringe benefits at your institution. How might they be improved?

8. Should extra compensation be allowed for extension teaching, consultant work, etc?

9. Do you feel that the teaching faculty members should be active in the recruiting of students?

10. Based on the philosophy of your institution, do you feel you have a freedom to teach your area as it should be taught without undue interference by the administration?

11. Are you planning to leave this institution at the end of the current academic year?

a. ______ yes b. ______ no c. ______ undecided

1-8

12. If you were to leave, indicate the reason(s) for your decision.

13. What would you plan to do if you were to leave your present position? (check one)

    a. _____ Accept a teaching or administrative position at another college in South Dakota

    b. _____ Accept a teaching or administrative position at another college outside South Dakota

    c. _____ Retire

    d. _____ Enroll in college

    e. _____ Accept a position in business or industry

    f. _____ Undecided

    g. _____ Other (specify) ____

    ____

14. Indicate your academic rank ________________________________.

FACULTIES RESEARCH COMMITTEE

The following members of the Faculties Research Committee wish to express their appreciation for your assistance in completing this important form of the Statewide Comprehensive Plan.

Faculties Research Committee
1. Dr. E. Keith Jewitt, Chairman, Academic Dean, Black Hills State College
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3. Dr. Evelyn Hohf, Professor, Yankton College
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For further information, please contact the institution project coordinator.

SOUTH DAKOTA COMMISSION ON HIGHER EDUCATION FACILITIES
OFFICE OF EXECUTIVE SECRETARY
STATE CAPITOL BUILDING
PIERRE, SOUTH DAKOTA 57501

STATEWIDE COMPREHENSIVE PLAN OF HIGHER EDUCATION IN SOUTH DAKOTA

FORM C

TO BE COMPLETED BY EVERYONE FORMALLY INVOLVED IN INSTRUCTION THIS SEMESTER (i.e., lecturing, handling recitation sections, grading, etc.) or working on a research or training project. This includes research assistants, teaching assistants, instructors, lecturers, assistant professors, associate professors, clinical professors, and professors.

This evaluative instrument constitutes a part of an overall study being conducted by the South Dakota Commission on Higher Education Facilities. The questions asked are designed to provide information needed to determine the status of higher education in South Dakota.

In an attempt to provide for anonymity, please enclose Form C in the envelope and return to the South Dakota Commission on Higher Education Facilities.

Since the information gathered must be categorized in terms of private and public institutions, the private colleges and universities are buff in color while the public are goldenrod.

INSTRUCTIONS AND DEFINITIONS

WHAT TO REPORT

Please estimate the total hours you will spend this semester in each of the activities that pertain to your work with the institution.

INSTRUCTIONS

1. Please list each course section separately.
2. Estimate the total hours spent with each section including time spent in preparation, grading, conferences, administration of the course, etc.

   If you supervise assistants, please indicate after each course, the number supervised as well as the time spent in supervision.
3. Please use the following level of instruction codes.

LDN	Lower division (freshman and sophomore) non-laboratory
LDL	Lower division (freshman and sophomore) laboratory
UDN	Upper division (junior and senior) non-laboratory
UDL	Upper division (junior and senior) laboratory
PRL	Professional
M	Masters

P	Post Masters
D	Doctoral

If two levels of instruction are in the same class, report the code of the majority of the students in that class. Show the total number of credit hours and students for the entire class.

4. Please use the following course codes.

1	Full responsibility for course
2	Partial responsibility (grading, recitation, lab, etc.) Report the name of the person in charge of the course.
3	TV course or recitation (if recitation, report the name of the lecturer)
4	Shared responsibility (indicate your share of the responsibility and the name(s) of the others who are teaching; e.g., 1/2 R. H. Jones, G. M. Smith)
5	Clinical course shared responsibility (if possible, estimate number of hours spent in contact with students and the total number of students involved; if this is clinical advising and teaching of students rather than an actual course, list your total estimated hours and total number and level of students involved under B. Other Instruction)
6	Individual registration courses (reading, honors, etc.)

DEPARTMENTAL RESEARCH

Include hours spent in research supported by department funds and specifically assigned or mutually understood as a part of your total activity. Identify the project title or describe the research being performed. This research usually culminates in a learned paper or book. Do not include research time necessary for good teaching (Instruction), maintenance of professional stature (Other) or time spent on research toward an advanced degree.

SPONSORED RESEARCH

Indicate the project name, the sponsoring agency, and the estimated total hours for the semester. This figure should agree with monthly reports that you submit for federal grants.

OTHER ACTIVITIES

Identify and include such areas that you feel are part of your University or College responsibility and/or part of your professional development.

DEPARTMENT ______________________

I. Instruction Schedule:

A. Regular Instruction*

Level of Instruction*	Department and Course Number	Credit Hours	Number Enrolled	Course Code Number**	Estimated Hours Per Semester
					Total

B. Other Instruction (Include only work for which you receive no extra salary other than expense allowance--e.g., off-campus, faculty seminars, etc.)

*Instructions and Definitions-See #3
**Instructions and Definitions-See #4

Total Est. Hours

II. Advising and/or Counseling:

Not included in Sections I., e.g., reading committees, doctoral committees, job possibilities, letters of recommendation, etc.

	Number of Students	Est. Hours per Semester
Lower Division Students	________	________________
Upper Division Students	________	________________
Graduate Students (Master's)	________	________________
Graduate Students (Ph.D. or Ed.D.)	________	________________
Graduate Students (other professional degree, M.D., etc. specify.)________	________	________________
		________________ Total

III. Department and University Related Activities:

1. Departmental Research - Please Identify.*

Title	Description	Est. Hours per Semester
		________________ Total

*Instructions and Definitions-page 2

2. Sponsored Research - Please identify.*

Title	Sponsor	Est. Hours per Semester

Total

3. Public Service - Accepted responsibilities of the University (e.g., official services to professional groups, student groups, governmental units, etc., editing journals, consultations, short course and conference work, etc.) Do not include mere membership in professional groups, civic or church groups or any activity for which extra compensation is received. Please identify.

Est. Hours per Semester

Total

*Instructions and Definitions-page 2

4. Administration - Department (e.g., chairman, special duties, etc.), College (e.g., Dean's office, etc.) and University (e.g., faculty council, convocations, etc.) Please identify.

Est. Hours per Semester

Total

5. Committee Work - (e.g., curriculum planning, scholarship, policy, library, etc.) Please identify.

Est. Hours per Semester

Total

IV. Other Activities:

Activities you feel are part of your University responsibility but which are not included above, and for which you receive no extra compensation. Please identify.

Est. Hours per Semester

____
Total

FACULTIES RESEARCH COMMITTEE

The following members of the Faculties Research Committee wish to express their appreciation for your assistance in completing this important form of the Statewide Comprehensive Plan.

Faculties Research Committee
1. Dr. E. Keith Jewitt, Chairman, Academic Dean, Black Hills State College
2. Dr. Ted Hong, Professor, Augustana College
3. Dr. Evelyn Hohf, Professor, Yankton College
4. Dr. Richard Bowen, Acting President, University of South Dakota
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For further information, please contact the institution project coordinator.

SOUTH DAKOTA COMMISSION ON HIGHER EDUCATION FACILITIES
OFFICE OF EXECUTIVE SECRETARY
STATE CAPITOL BUILDING
PIERRE, SOUTH DAKOTA 57501

STATEWIDE COMPREHENSIVE PLAN OF HIGHER EDUCATION IN SOUTH DAKOTA

FORM D

This evaluative instrument constitutes a part of an overall study being conducted by the South Dakota Commission on Higher Education Facilities. The questions asked are designed to provide information needed to determine the status of higher education in South Dakota.

Since the information gathered must be categorized in terms of private and public institutions, the private colleges and universities are buff in color while the public are goldenrod.

COMPLETION INFORMATION

A. RESPONDENT: This form is to be completed by an appropriate administrative official. Please complete each item by placing an "x" in the appropriate blank or by entering the information in the appropriate blanks. Please type or print in ink. If you need additional clarification on any of the items, please contact your Institution Project Coordinator or call Dr. E. Keith Jewitt, Chairman, 642-6262, Black Hills State College, Spearfish, 57783.

B. NAME OF INSTITUTION: ______________________

C. NAME AND TITLE OF RESPONDENT: ______________________
NAME

____
TITLE

D. DATE EVALUATIVE INSTRUMENT COMPLETED: ______________________

I.

A. NUMBER OF INDIVIDUALS EMPLOYED AS FULL-TIME FACULTY FOR THE CURRENT FISCAL YEAR. "Faculty" is defined as those actively engaged in resident teaching and/or research. If faculty is not ranked, report all full-time faculty as "instructors." (Exclude graduate assistants)

	Actually on Campus			On Leave Status		
	Men	Women	Total	Men	Women	Total
Professors	____	____	____	____	____	____
Associate Professors	____	____	____	____	____	____
Assistant Professors	____	____	____	____	____	____
Instructors	____	____	____	____	____	____
Other (specify)						
______________	____	____	____	____	____	____
Total, all ranks	____	____	____	____	____	____

B. NUMBER OF PART-TIME FACULTY MEMBERS FOR THE CURRENT FISCAL YEAR. That which constitutes part-time faculty will be administratively determined. (Exclude graduate assistants)

Men ____________ Women ____________ Total ____________

C. GROSS ANNUAL SALARIES OF FULL-TIME FACULTY MEMBERS LISTED FOR THE CURRENT FISCAL YEAR.[1]

	9-10 month appointment[2]				11-12 month appointment[3]			
Rank	No. Incl.	Highest Salary	Lowest Salary	Median Salary	No. Incl.	Highest Salary	Lowest Salary	Median Salary
Professors		$	$	$		$	$	$
Associate Professors								
Assistant Professors								
Instructors								
Other (specify)____________								

Median of all ranks combined ______________________________

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[1] If you do not wish the institution to be indentified in a published report, please check _____.
[2] Employment period is 9-10 months, even though checks may be received over a 12 month period.
[3] Do not include income from summer school employment unless the faculty member is on an 11-12 month appointment.

II. HOUR LOAD FOR FULL-TIME TEACHING FACULTY. Include the number of credit and contact hours being taught by full-time teaching faculty during the current semester. "Credit Hours" is defined as the number of credit hours assigned to a course. A "Credit Hour Load" is determined by the aggregate credit hours a full-time teaching faculty member is assigned for the semester. "Contact Hours" is defined as the aggregate clock hours a full-time teaching faculty member is assigned per week in classes or supervised laboratory or shop work. "Contact Hour Load" is determined by the aggregate contact or clock hours a full-time teaching faculty member spends in instruction per week. A clock hour is the established time for a regular period of instruction as determined by your institution.

A. Undergraduate only

a. Highest Credit Hour Load____________
b. Lowest Credit Hour Load ____________
c. Average Credit Hour Load____________
d. Highest Contact Hour Load____________
e. Lowest Contact Hour Load ____________
f. Average Contact Hour Load____________

B. Graduate only

a. Highest Credit Hour Load____________
b. Lowest Credit Hour Load ____________
c. Average Credit Hour Load____________
d. Highest Contact Hour Load____________
e. Lowest Contact Hour Load____________
f. Average Contact Hour Load____________

C. Teaching both Undergraduate and Graduate

a. Highest Credit Hour Load____________
b. Lowest Credit Hour Load ____________
c. Average Credit Hour Load____________
d. Highest Contact Hour Load____________
e. Lowest Contact Hour Load____________
f. Average Contact Hour Load____________

III. FRINGE BENEFITS. Indicate by checking in the appropriate boxes those benefits available to full-time employees.

	Provided by institution at no cost to employee				Cost shared by institution and employee				Cost borne entirely by employee			
	Faculty	Adminis-tration	Office Staff	Maint. Staff	Faculty	Adminis-tration	Office Staff	Maint. Staff	Faculty	Adminis-tration	Office Staff	Maint. Staff
A. Social Security (OASI)												
B. S.D. Teacher's Retirement												
C. Retirement annuity other than OASI												
D. Group Hospitalization												
E. Major Medical Coverage												
F. Accident Insurance												
G. Health Service provided by the institution												
H. Life Insurance												
I. Sabbatical Leaves												
J. Reduction or waiver of tuition to dependents of full-time employees												
K. Sick leaves with pay												
L. Assistance in receiving discounts on purchases												
M. Provide housing												
N. Loan fund available to full-time employees for making sizeable purchases, such as houses, appliances, advanced study and travel												

III. FRINGE BENEFITS (continued)

	Provided by institution at no cost to employee				Cost shared by institution and employee				Cost borne entirely by employee			
	Faculty	Adminis-tration	Office Staff	Maint. Staff	Faculty	Adminis-tration	Office Staff	Maint. Staff	Faculty	Adminis-tration	Office Staff	Maint. Staff
O. Significant recreation facilities provided for use of full-time employees												
P. Others: (specify) ________												
________												
________												
________												

IV. PROBLEMS IN OBTAINING NEW FACULTY MEMBERS

INSTRUCTIONS:

A. Please check below those factors which make it difficult for your institution to obtain new faculty members.

B. In the appropriate space, indicate other major reasons not mentioned or other comments which you believe would be helpful in analyzing the problem of obtaining new faculty members.

☐ 1. Fringe benefits are not competitive

☐ 2. High cost of living
☐ 3. Inability to pay moving expenses
☐ 4. Inability to provide travel reimbursement for interviews
☐ 5. Inadequate office space
☐ 6. Inadequate housing in community
☐ 7. Lack of research opportunities
☐ 8. Library
☐ 9. Location of institution
☐ 10. Poor facilities
☐ 11. Salaries are not competitive
☐ 12. Teaching load at this institution
☐ 13. Other (specify) ______________________________

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FACULTIES RESEARCH COMMITTEE

The following members of the Faculties Research Committee wish to express their appreciation for your assistance in completing this important form of the Statewide Comprehensive Plan.

Faculties Research Committee

1. Dr. E. Keith Jewitt, Chairman, Academic Dean, Black Hills State College
2. Dr. Ted Hong, Professor, Augustana College
3. Dr. Evelyn Hohf, Professor, Yankton College
4. Dr. Richard Bowen, Acting President, University of South Dakota
5. Sister Francis Mary Dunn, President, Presentation College
6. Dr. Thurman White, Vice President for University Projects, University of Oklahoma